



South Sudan

Primary Social Studies 8

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The book comprehensively covers the Primary 8 syllabus as developed by Ministry of **General Education and Instruction**.

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- It provides opportunities for collaboration through group work activities.
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Primary Social Studies 8

Pupil's Book



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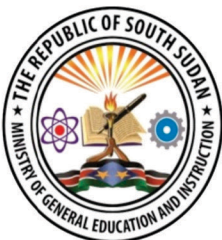
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Social Studies

Pupil's Book 8

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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UNIT 1

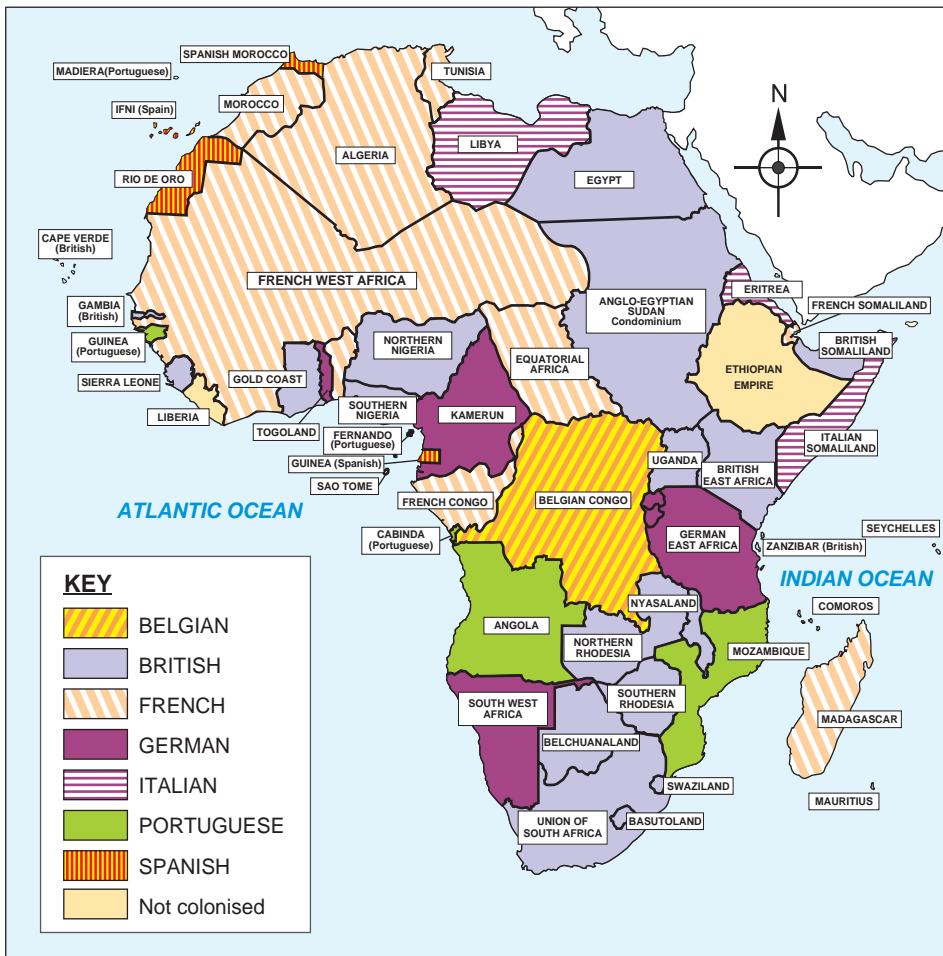
THE COMING OF EUROPEANS INTO AFRICA

New words	
Acquire:	To get something and make it your own.
Alliance:	A relationship between a group of people or states that have united for a mutual benefit.
Alienate:	To cause someone stop supporting or agreeing with you. To take something from somebody forcefully and own it.
Civilisation:	Any complex society characterised by urban development, social stratification imposed by a cultural elite, symbolic systems of communication such as writing systems.
Colonisation	Imposition of political, social and economic control by a powerful nation on weaker nations.
Merchants	People who trade with commodities produced by other people.
Policy	A set of principals that have been put in place to guide decision making.
Scorch-earth policy	A military strategy that aims to destroy anything that the enemy might use to defeat them.
Significant	Having great importance.
Strategy	A high level plan to achieve a goal even with uncertain conditions in place.

Activity 1

The coming of Europeans into Africa

Colonisation refers to the establishment of political and economic control by one state over another. Colonial experience began in the late 1400s, when Europeans arrived and set up trading posts in Africa. In 1800s and 1900s, European powers dominated many parts of the continent. This brought both negative and positive contributions in Africa. The following map shows how European powers shared up African continent.



European colonies in Africa.

Pair work

Explore the reasons for the British occupation of Egypt and present your findings in class.

Activity 2

Patterns of European settlement in Africa

The first European settlements in Africa were established by traders. Merchants generally operated independently. From time to time, they called on their home governments for help in dealing with hostile Africans. They later negotiated alliances and trading treaties with the African leaders. They also appointed officials to protect commercial interests at strategic points along the African coasts.

Christian missionaries were the first Europeans to establish cut posts in the interior of Africa. They also acted as intermediaries between Africans and European imperialists. Some missionaries provided essential information to European armies and supported military expedition against African groups that had refused to accept Christianity. African rulers did not develop a common policy towards the Europeans. Some avoided contact with the Europeans.

However, many coastal states had already become too dependent on overseas trade hence it was hard to cut their ties with Europeans.

Europeans also took advantage of the rivalries among Africans and forged alliances with some African communities against others. This made it easy for the Europeans to establish colonies and obtain raw materials from Africa.

The European powers that declared interest in Africa include;

- | | |
|---------------|---------------|
| (i) Belgium | (ii) France |
| (iii) Britain | (iv) Portugal |
| (v) Spain | (vi) Germany |

The Europeans who came to Africa were divided into three groups as follows;

- | | |
|--------------|-----------------|
| a) Traders | b) Missionaries |
| c) Explorers | |

Those who came as traders had an intention of taking part and controlling African coastal trades.

The missionaries came mainly to spread Christianity.

The European explorers came to venture and discover how Africa looked like.

Group work

1. Form three groups for missionaries, explorers and traders. Each group to identify personnels, reasons for their coming to Africa and how they differed in terms of attitude towards Africa.
2. Discuss about the first group to come into Africa and the items they brought.
3. Mr. James loves adventure and travel to new places to know more about such places.
There were also Europeans who came to Africa for the same purpose as Mr. James.
Using reference materials find any three European visitors who came to Africa to learn more about it. State their countries of origin, the organisations that sent them and the reasons for coming to Africa.
4. Select one representatives from your group to present the answers to the class.

Activity 3

Reasons for the coming of Europeans

The Europeans came to Africa for different reasons.

These reasons were:

- a) Social reasons
- b) Political reasons
- c) Economic reasons
- d) Strategic reasons

Class work

If European imperialists come to South Sudan today, what could be their main reason for making South Sudan their colony?

Social reasons

1. **To stop slave trade.**

Slave trade in Africa had begun way back in the 17th Century when there was a need of labourers to work in the European plantations in America. African slaves were considered energetic and resistant to diseases.

This stopped in the 19th Century when human rights organisations all

over the world vehemently opposed this act. Some European powers saw a need of coming to stop this trade and introduced legitimate trade.

2. To spread European civilisation

Europeans felt superior in all aspects of human life. Therefore, they felt that it was their duty to transform other parts of the world. This made them to come to Africa to introduce their civilisation.



The modes of dressing between Europeans and Africans was different.

3. To settle excess population.

After a period of extensive industrial revolution, there was a tremendous political, social and economic developments in Europe. Because of the good and high living standards, European governments therefore took advantage of Africa to settle their excess population.

4. They came to spread Christianity in Africa.

Christianity spread to the rest of the world from Europe. Mission societies sent their missionaries to Africa to set up mission centres and convert Africans to Christianity.

5. To provide humanitarian assistance to Africans in terms of health.

European nations had an advanced health sector. They had made numerous inventions in the field of medicine during the period of Industrial Revolution. They wanted to pass this to Africa. They felt they had a duty to assist other people in curing diseases.

Political reasons

- i) Compensation of loss – France and British wanted colonies to compensate for their loss. For example, France had lost the two prestigious colonies of Lorraine and Alsace to German during France-Prussian war.

- ii) To acquire status and recognition – most of the European countries wanted to acquire status and recognition.
- iii) To show their power and prestige.

Economic reasons

- i) Need for raw materials – Europeans needed raw materials for their industries from Africa such as cotton, rubbers, cloves, ivory and minerals.
- ii) Market of accumulated capital – Europeans were looking for a place where their businessmen could invest their capital.
- iii) Market for their manufactured goods – They wanted to get market abroad for their manufactured goods.
- iv) To establish a trading centre in Africa – There was a need to open up trading centres in Africa so that they could settle their surplus capital.

Strategic reasons

These were well organised schemes by the colonial powers to ensure that they equally benefited from the resources in the African continent. These reasons included;

- i) Control of Suez Canal – They opened Suez Canal and it became the short cut from Britain to the Eastern World for example, China and India.
- ii) Control of River Nile – Britain occupied Egypt, Sudan and Uganda in order to control River Nile and its sources.
- iii) To control Indian Ocean – Occupation of the East African Coast also ensured control of the Indian Ocean and India.

Pair work

Discuss the following questions and present your answers in class.

- i) What happened during colonial imperialism in Africa?
- ii) Which were the major European countries that were involved with the scramble for and partition of Africa?
- iii) Examine how the Africans were treated by imperialists.

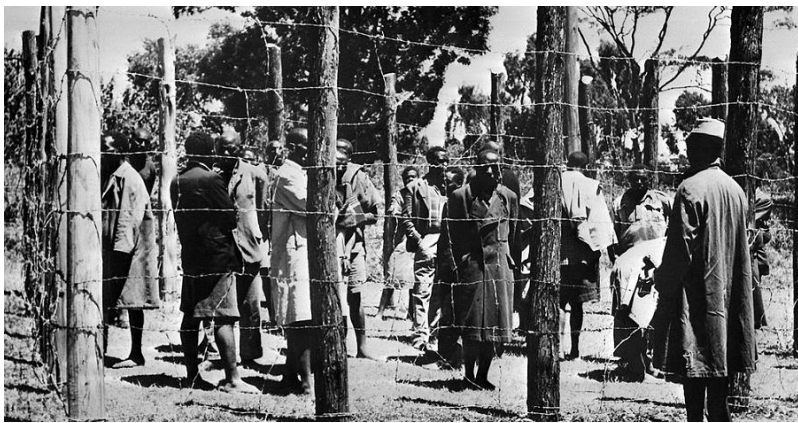
Individual work

- i) If Europeans were to colonise South Sudan today, what would be their strategic reasons for doing this?
- ii) State and explain your answers.

The coming of Europeans had massive impacts on the life of Africans. These effects include;

1. Africans lost their land

African land was alienated by Europeans. It is worth noting that African land was fertile and highly productive. This was an attractive resource to Europeans. The European powers brought many citizens from their countries and made them settlers on African land. Africans were forced into native reserves. This is one of the factors that would contribute to African nationalism in later years of this colonial period in Africa.



A group of Africans restricted in a native reserve in 1960s.

2. Africans lost their freedom

After being rendered landless by European settlers, Africans were restricted in reserves. They would not be allowed to move freely as their freedoms of association and movement were restricted. In some countries like Mozambique and Kenya, Africans had some designed cards that would restrict them to certain areas of work.

3. Creation of boundaries

This is the time Africa was divided into the countries we see today. By then this caused conflicts and divisions among Africans. Additionally, communities that had lived together all years of their existence got separated and found themselves in different countries. A good example of these communities includes the Ayuak of South Sudan and Ethiopia, Ma'di and Acholi of South Sudan and Uganda, Kakua of South Sudan,

Uganda and DR Congo.

4. **Loss of traditional authority**

Africans lost their traditional independence. This happened to both the collaborators and resistant communities. Europeans imposed their administration on the Africans. The African chiefs were used as petty workers who implemented the policies of their colonial masters.

5. **Decline of African traditional industries**

African cottage industries declined drastically after establishment of colonial rule in Africa. This was because one of the reasons why Europeans came to Africa was to find markets for their manufactured goods from their industries. This rendered African cottage industries useless.



Juba city

Other impacts of the coming of Europeans in Africa include:

1. Introduction of money as a medium of exchange in trade.
2. Unfair treatment of Africans.
3. Promotion of Western culture and civilisation.
4. Introduction of Western education.
5. Emergence of African elites.
6. It led to the development of urban centres such as Juba and Nairobi.
7. It led to the introduction of christianity in Africa.
8. It led to loss of life during colonial invasions and during African resistance to colonialism.

Pair work

1. Identify some commercial centre from South Sudan which were established during colonial period.
2. Draw a table to categorise European powers with their colonies they acquired in Africa.

Activity 5

Response of Africans to Europeans' colonial rule

Africans responded in two ways to the coming of the Europeans. These two ways were by collaboration and resistance.

a) Collaboration

Collaboration was the act of accepting the colonial rule. Some African communities accepted the Europeans effort to colonise them. An example of a leader who collaborated is Lewanika of Lozi, Apollo Kagwa and Semei Kakugulu of Uganda.

Lewanika of the Lozi Kingdom

The Lozi Kingdom was situated in the present-day Zambia. It was founded in the 17th Century.

During the pre-colonial period, the kingdom was ruled by a king known as litunga.

In 1830, the Lozi Kingdom was invaded by the Kololo who conquered them and started ruling them. However, in 1864, the Lozi regained their independence from the Kololo after a successful uprising led by Lewanika. After defeating the Kololo, Lewanika began to re-organise the kingdom and centralise power. By doing so, he made a lot of enemies both among the Lozi people and other Kingdoms. During the British invasion of Borotse land, Lewanika led the Lozi to collaborate.



Lewanika

Reasons why Lewanika collaborated

Lewanika collaborated with the Europeans because of the following major reasons:

1. He feared the Germans and the Portuguese who had conquered neighbouring regions.
2. He feared he could be attacked and removed from power by neighbouring communities for example, the Ndebele.
3. The killing of Lobengula of the Ndebele by the British was met with eagerness to collaborate by the Lozi people.
4. He wanted military support to control chiefs.
5. He hoped that European missionaries would educate him and his people.

Group work

1. Find out whether the following African leaders responded through collaboration or resistance.
 - i) Kabaka Mwanga of Buganda.
 - ii) Mandika of west Africa under Samouri Toure.
 - iii) Buganda under Kabaka Mutesa 1.
 - iv) Wanga under Nabongo Mumia.
2. Draw a table to match those who resisted and the people they represented.

Note

Even after collaborating, Africans still lost their resources to the Europeans. For example, the Lozi's Barotseland was alienated by the British as many Africans in the kingdom were rendered landless.

b) Resistance

Some African communities opposed European efforts to colonise them. An example of a leader who led his people to resist is Samouri Toure of Mandika and Omukama Kablega of Bunyoro Kingdom.

Samouri Toure

Samori Toure was the founder of the Mandika Empire. He is one of the most remarkable leaders in the history of African nationalism. He led Mandika

people in a prolonged resistance against the French invasion in West Africa. He was born in Sanankoro village in the modern state Guinea. He was a famous trader who gained alot of wealth. He also served in the army for seven years. It was from this that he learned war tactics which would help him to fight the French.

When the French approached their empire in 1882, Samori Toure united the Mandika states into an empire. He made Bissandugu his capital. Mandika Empire became one of the largest empires in West Africa.

The war between Mandika and French broke out in 1891. Both sides had accused each other of violating a treaty that had been signed between Samori Toure and the French. This war lasted for more than seven years. Samori Toure finally was defeated after seven years of colonialism. The French arms were too much for his army which had fought gallantly for a long time.

Samori Toure was captured by the French in 1898. He was exiled in Gabon where he died in 1900.

Factors that enabled Samori Toure to resist for a long time

1. Islam as a state religion in Mandika Empire helped to unite the Mandika forces. In fact to them, they were staging a jihad (holy war) against the French who were Christians.
2. Samori Toure had been a trader who was familiar with the geographical layout of his empire. This helped him during his war against the French.
3. He used diplomacy and negotiation before resorting to war.
4. He had a powerful army. He had a standing army that could be called upon to go to war when need arise.
5. His army was equipped with modern weapons which had been bought from European traders.
6. His soldiers were skilled in warfare. This is because some of them had served in colonial army.
7. The Mandika used scorched-earth policy of destroying crops and villages and evacuating the people from areas that were about to be occupied by the enemy forces. This was meant to deny the enemy food and people to work for them.
8. He also had a local factory for guns.

Pair work

Read the story of Samouri Toure and answer the questions in the table below.

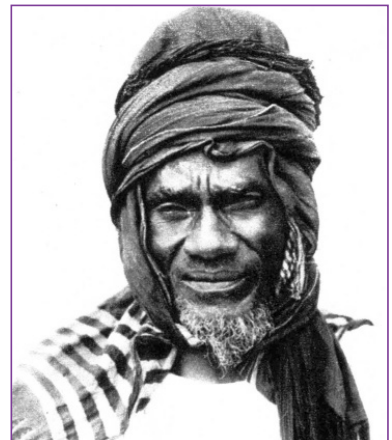
When was Lewanika born?	
Name the European country that Samouri Toure was fighting.	
What was the name of the people he led?	

Reasons why he was defeated

1. The French had superior weapons than the ones he had.
2. He lacked support from other African leaders.
3. The French interfered with his trade which was the main source of wealth to the empire.

Reasons why Samouri Toure resisted colonial rule

- i) He wanted to retain his political independence.
- ii) To protect Islam against pagan.
- iii) To protect his commercial activities and monopoly in the region.
- iv) To protect his rule, powerful influence and possession of the Mandika.
- v) His plan for expansion in the region of the same area was threatened.



Samori Toure

Class work

1. Describe how the scorched-earth policy worked as it was used by Samouri Toure.
2. What do you think were the lasting effects of this fighting technique?

Migration is a movement from one place to another often of a large group of people or animals.

South America has been experiencing significant changes in migration within the last decades. It has experienced people's movement within the region mostly for labour reasons. This migration has led to the improvement of South America's economy. Example of countries in South America which have attracted the most significant regional migration are:

- Argentina
- Brazil
- Chile

Note

All those who migrated into South America in 18th and 19th Century, were taken as slaves to provide labour in plantations, farms and homes.

Learning point

Imagine you are offered an opportunity to move to South America. Explain the reasons why you would grab the opportunity positively.

North America has also experienced migration of people from within and outside the continent. There has been an influx of people into America from other places in the world mainly to seek better life. United States of America has had an economic expansion in the last two Centuries making it one of the largest economies in the world. This has attracted migration of people.

Reasons for people's migration to North America

1. To look for new opportunities.
2. To search for religious freedom.
3. To look for lands to settle.
4. To look for money.
5. Search for better living standards.
6. Search for employment opportunities.

Pair work

1. Discuss the reasons why many Africans are crossing the mediterranean sea everyday to enter Europe.
2. Write down the main points in your notebooks.

Importance of migration and settlement in the world

- i) Expansion of economy of the countries where people migrate to.
- ii) Labour supply of foreign workers.
- iii) Opening of large plantation farms and productivity.
- iv) Establishment and expansion of industries.
- v) Leads to cultural exchange among people.
- vi) Increases population in the countries where people migrate to and reduces in the countries where people are fleeing.

Group work

Migration take jobs and destroy economies.” Organise a debate about this statement.

Activity 8

Colonialism in America

America is a vast land which is divided into two continents. These countries are North and South America.

America was colonised by various European powers starting from 15th Century.

Spain was the first European power to colonise the largest area from North America and the Caribbean to the south tip of South America.



A map of the two American continents showing the European colonies.

The basic colonisation of America in large began in 15th Century (1492) when Spanish expedition headed by explorer Christopher Columbus sailed west to find a new trade to the Far East but landed in the 'New World'. He had good impression about America and staged colonialism towards it.

Other powers such as France also founded colonies in America. France found colonies in the North Eastern part of America, a number of Caribbean islands and small coastal parts of South America.

Portugal colonised Brazil and some parts of Canada.



Christopher Columbus

The age of exploration was the beginning of territorial expansion for several European powers.

In 19th Century, it is estimated that 50 million Europeans were living in both American continents.

France and Britain also gained entry into America in late 17th Century and occupied Caribbean islands, which had often been conquered by the Spanish. United States of America was colonised by British. It gained its independence in 1776.

Effects of colonialism in America

Colonialism in America had adverse effects to both north and southern continents. The later British colonialism in North America had a lot of impacts as listed below.

- Much of American land was alienated and put under plantations by Europeans.
- Many people especially, Asians and Africans were taken as slaves to work in the plantations.
- Gave rise to the mulattoes in America.
- Led to English settlements in America.

Note

America got independence in 1776 from British imperialists. Even though it was Spain that colonised Northern America in larger extent, in later years Britain took charge of much of today's America.

Pair work

The United State of America was colonised just like African countries. Examine the reasons why it is more developed compared to African countries.

Group work

Discuss the following questions and present your answers to the class.

1. What were the similarities between colonialism in American continents and Africa.
2. Analyse the major lessons African countries should learn from the United States of America's development after its independence in 1776.

Colonialism contributions to the African continent were social, political and economical. The contributions depended on the European countries that took up African states as their colonies. These contributions were both positive and negative as outlined below;

Positive contributions

1. Introduction of Christianity in Africa.
2. Missionaries brought education in Africa by establishing missionary schools.
3. The Europeans protected Africans against their enemies by introducing modern weapons such as guns.
4. Europeans brought new technology to Africa. For example, tools used for farming.
5. Introduction of new crops like maize, pawpaw, cassava and manioc from the New World.
6. Building of infrastructures like medical facilities, transport and communication network, schools and established plantations for growing crops.
7. Introduction of new languages like French, English and Portuguese.
8. More jobs were created for Africans.
9. It made the world aware of African culture.
10. Better and stronger institutions were established.

Negative contributions

1. Enslavement of Africans to the new lands.
2. Introduction of forced labour.
3. Dilution of African culture.
4. African religion was destroyed by the introduction of Christianity.
5. Separation of tribes due to partition of Africa.
6. Taking away most of African Resources.
7. It led to social inequality as those who were employed by the colonial administration felt proud and more superior than others.
8. Africans lost their lives and their properties.

Individual work

Colonialism in Africa was majorly seen as a brutal attempt by Europeans to exercise their power and dominance over other races. Explain five reasons why you think colonialism was good.

Revision questions

1. Describe one African response towards the British government in the colonial Sudan.
2. Discuss the major reasons why a person might move from Imatong state to Juba.
3. Draw a table to illustrate the major African leaders that led both resistances and collaborations in Africa.
4. If colonial imperialists would decide to colonise South Sudan today, what things in South Sudan would attract them to come?
5. Suggest and explain possible things Africa in general should consider improving in order to curb emigration of its people to European countries today.
6. Suggest possible measures African countries should put in place to curb emigration of their citizens to European countries today.

New words	
Atmosphere	A layer of gases surrounding the planet.
Damming	Making a barrier to obstruct the flow of water.
Greenhouse	A structure with walls and roof made of transparent materials with plants under regulated climatic conditions to grow.
Influence	Ability to create an effect on how someone will act.
Interfere	Taking part in the affairs of someone without them wanting you to.
Irrigation	Application of controlled amounts of water to plants at needed intervals.
Moderate	To keep within measured limits.
Occur	To take place.
Pastoralists	A group of people that rear cattle and often move from one place to another in search of pasture and water.
Reliable	Something that can be depended on.

**Pair work**

Look at the picture above.

1. Discuss what is happening in the picture.
2. What do you think are causes of these changes in the picture above.

Weather is the daily change in occurrence of temperature, rain, clouds, humidity, wind and sunshine at a particular time and place.

Climate is defined as the average weather conditions of a place recorded for over a long period of time. Mostly it is a period of thirty to thirty five years. Climate can also mean weather condition of a place studied and recorded for a long time.

Rainfall is one of the factors that produce climate.

Group work

1. Research from the resource person about weather and climate conditions in the past 5 to 10 years.
2. Compare with the current weather and climate conditions.
3. Explain the changes in the above comparisons.

Climate change is in the statistical distribution of weather patterns when that change lasts for an extended period of time. Different types of climate have different characteristics.

Pair work

1. Explore different types of climates from the atlas.
2. Based on the types of climate, classify the world's climatic zones. Justify your classification.

The major climatic zones in Africa are:

1. Equatorial climate

This climatic region is found around the equator. This climate also covers the region of South West of South Sudan. The countries that experience equatorial climate include Congo, Democratic Republic of Congo, Liberia, Southern Nigeria and Eastern Madagascar.

Characteristics

- i) Hot and wet throughout the year.
- ii) The rainfalls in the afternoon, accompanied by lightening and the thunderstorm. This is a convection type of rain.
- iii) Rainfall received ranges from 1 500 mm to 2 000 mm.
- iv) Temperature experienced ranges from 28°C to 30°C with diurnal range of 2°C.

2. Savanna climate

This climate is experienced to the North and South of the equator.

It borders the Equatorial climate.

Examples of countries that experience savanna type of climate include Ghana, Northern Nigeria, Côte d'Ivoire, Chad, Angola, Zambia, Uganda, Southern Kenya and Western parts of Mozambique.

Characteristics

- i) Has two seasons, hot and cold.
- ii) Receives rain in hot seasons.
- iii) Rainfall ranges from 750 mm to 1 500 mm.
- iv) Temperature ranges from 15° to 28°C.
- v) Dry season is shorter than the wet season.

3. Mediterranean climate

This is experienced in areas around the Mediterranean Sea in North Africa. It covers Morocco, Algeria and Tunisia as well as the Cape province in South Africa.

Characteristics

- i) Winds are very dry.
- ii) Has cold, wet, waters and dry summers.
- iii) Temperatures ranges from 10°C to 25°C.
- iv) Rain is brought by westerly winds.
- v) Rainfalls during winter.

4. Desert climate

This type of climate is experienced in countries that are found in the Sahara, Namib or Kalahari deserts. These countries include Egypt, Namibia, Botswana, Mali, Libya and Algeria.

Characteristics

- i) Hot and dry throughout the year.
- ii) The sky is clear.
- iii) Rainfall received is below 250 mm.
- iv) Temperature ranges from 0°C to 50°C.
- v) Diurnal range of temperature is very high.
- vi) Hot days and cold nights.

5. Semi Desert climate

This is the region that is found between Savanna climatic region and the desert. It is also called **Semi-arid climatic region**.

The countries that experience this type of climate include Botswana, Mali, Tunisia and Algeria.

Characteristics

- i) Hot and dry all year round.
- ii) Has few cold nights.
- iii) Rainfall ranges from 0 to 350mm.
- iv) Temperature ranges from 25°C to 50°C.

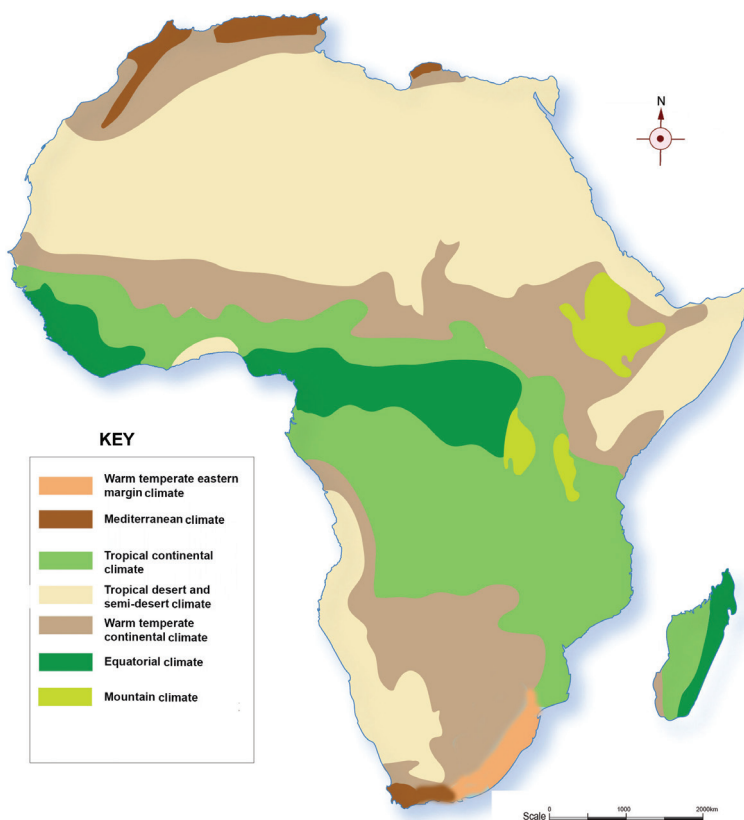
Mountain climate

Mountain climate is also called **alpine climate**.

It is experienced in areas with high mountains. These areas experiences low temperatures that at times are below zero degrees at the peak of the mountain.

Temperatures decrease with an increase in altitude. These areas experience heavy rainfall on windward side compared to the leeward side.

This type of climate is experienced in mountains such as Mt. Kenya in Kenya, Mt. Kilimanjaro in Tanzania among others.



Climatic zones in Africa.

Homework

1. Classify the climatic zones of South Sudan citing their characteristics.
2. What is the influence of human activities to the climate in your locality?
3. What do you think are conditions derived from the effects of human activities on climate?
4. Name the climatic zones found in Africa and explain their significant characteristics.

Activity 3

Causes of climate change

Climate change is the variations in climatic conditions of different regions in the world.

Group work

1. Discuss the following causes of climatic change.
 - a) Industrial activities
 - b) Deforestation
 - c) Earthquakes
 - d) Interference of the river channels by damming
 - e) Pollution
2. Explore strategies to reduce the rate of climate change within your locality.

Activity 4

Effects of climate change on human activities

Pair work

1. Summarise human activities that are likely to be affected by climate

Learning point

Climate highly influence human activities. The following are the ways in which climate influence different human activities.

a) Influence on pastrolism

Pastrolists such as the Murle, Dinka, Toposa and Nuer are affected by climate change. They move from one place to another inorder to adjust to this climate change. This movement is referred to as transhumance.

When it is dry and there is no pasture, they move to wet climatic regions where there is pasture.



South Sudan pastrolism.

b) Influence on crop production

During winter season, people have indoor agricultural activities such as growing crops in structures called greenhouses.

In some countries, the rainy season is the planting season while harvesting of cereal crops like millet and maize is done during dry season.

c) Influence on sporting activities

People also have winter sports when it is cold especially in Tunisia, Morocco and Algeria.

d) Influence on mining activities

During rainy season, most of the areas in South Sudan floods even the mining areas. This makes it difficult for the miners to work in mining areas.



Poor climate affects roads.

Activity 5

Adaptation to climate change

We have learnt about the causes of climate change in the previous activity. In this activity, we shall learn about ways in which people adapt to climate change.

Adaptation to climate change means anticipating the adverse effects of climate in a given place and taking appropriate actions to minimise the damage.

It can also be reacting to the change in climate that has already happened.



Climate change.

Examples of adaptation measures include the following:

1. Using scarce water sources efficiently.
2. Building flood defences and raising the level of dykes.
3. Growing drought tolerant crops such as sorghum and cassava.
4. Planting more trees.
5. Setting aside land corridors to help species migrate.

Pair work

With your friend, suggest possible measures that can help a society deal with heavy drought.

Present your suggested points in class.

Group work

Look at the following pictures.

A



(A) People planting trees.

B



(B) Biogas plant.

Discuss what the people in picture A are doing.

Explain how their activities can lead to preventing climate change.

Discuss how the biogas above can help in minimising the chances of climate change.



Activity 6

Factors affecting climate change in Africa

The main factors affecting climate in Africa are:

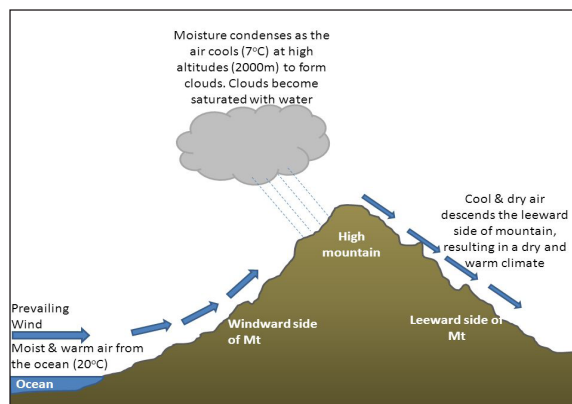
1. Relief
2. Latitude
3. Altitude
4. Winds
5. Ocean currents
6. Distance from the sea
7. Nature of the coastal line

Pair work

1. What is your opinion on the present climatic conditions of your country?
2. In short paragraphs, summarise the characteristics of climate in your state.

1. Relief

Relief is the general appearance of the landscape in relation to altitude. The relief feature that has a major influence on climate is a mountain. When winds blow across the land and reach mountain areas, they are forced up the mountain. If those winds contain moisture, they condense and cool. The condensed moisture then falls in form of rain.



Relief rainfall.

The above diagram shows relief rainfall..

It is also called **orographic** rainfall.

This type of rainfall occurs in the highlands and mountain areas.

The side of the mountain that receives rainfall is called **windward side** while the one that receives low or no rainfall is called **leeward side**.

The main economic activity on the windward side is agriculture and dairy farming.

The main economic activity on the leeward side is pastoralism.

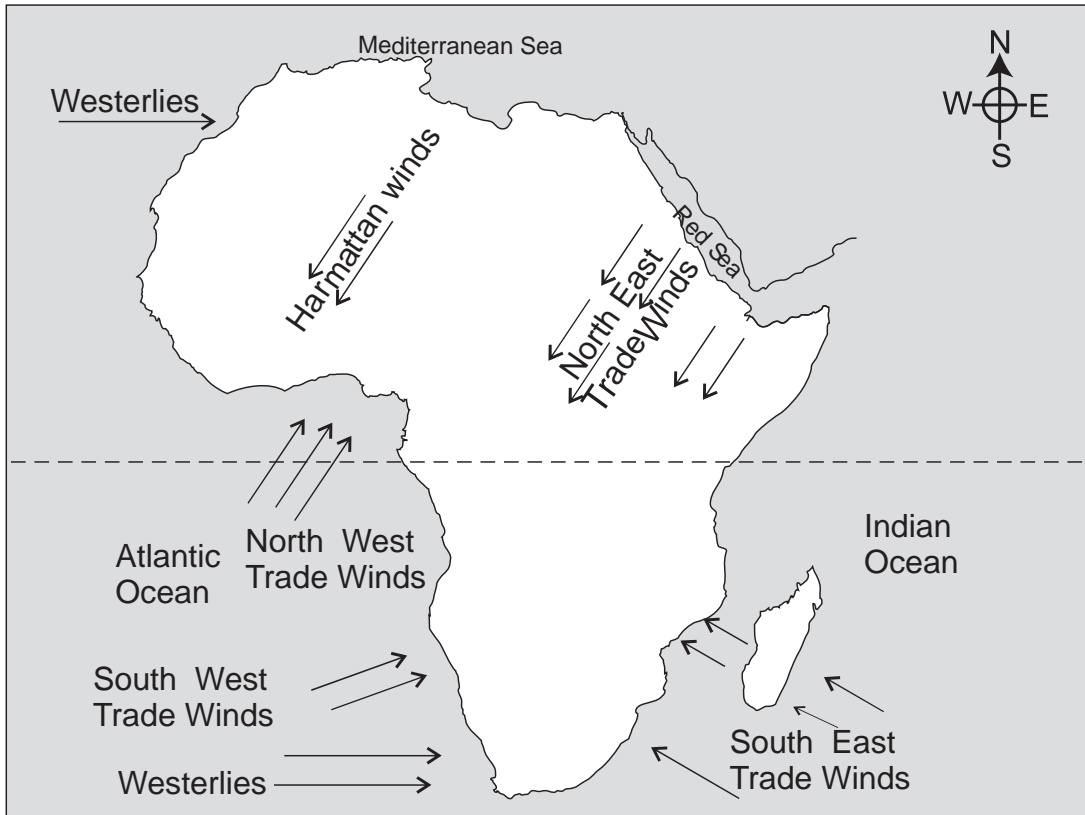
2. Winds

Wind is defined as a moving air. Winds are named according to the directions they blow from.

Winds that blow from sea to the land are known as **on-shore winds**. The on-shore winds bring rain to the east coast of Africa in places such as Mombasa

because they carry moisture from the ocean.

The winds that blow away from the land to the sea are called **off-shore winds**. Off-shore winds are usually dry and bring no rain. Examples of off-shore winds include North-East Trade Winds and the Harmattan.



A map of Africa showing winds that blow across the continent.

3. Altitude

Altitude is the height above sea level. The higher you go the cooler it becomes. Temperatures drop as one moves higher in altitude.

Areas that have high altitude such as highlands and mountains are colder than areas with low altitude such as coastal regions and the lake basins that are at sea level.

4. Latitude

Latitude in this case is the distance from the equator.

Temperatures are usually so high near the equator. This is because the sun's rays hit the equatorial region at a right angle and travels a shorter distance

from the sun to reach the earth's surface.

The temperature decreases further as one move away from the equator.

This is because in areas away from the equator, the sun's rays travel a longer distance to reach the earth's surface. The longer the rays of the sun the lower temperatures on that part of the earth.

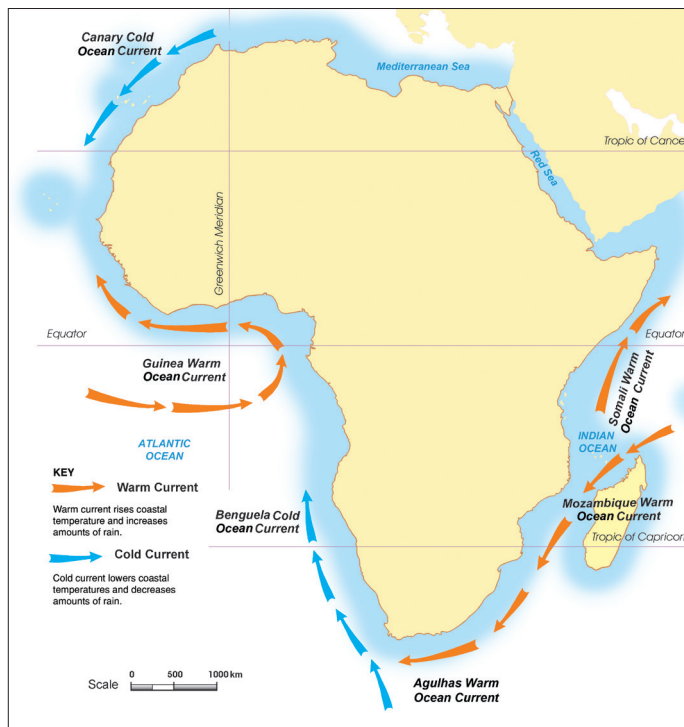
5. Ocean currents

An **ocean current** is the continuous movement of water in the ocean.

An ocean current can either be cold or warm depending on where it is coming from.

Ocean currents from both the North Pole and South Pole are cold. Winds blowing over a warm current towards the land lead to the formation of rainfall. Winds blowing over a cold current discourage formation of rainfall on the adjacent land.

Cold currents always bring fog and mist to the mainland. Places next to warm ocean currents often receive heavy rainfall while those next to cold currents receive very little rainfall.



A map of Africa showing the ocean currents of Africa.

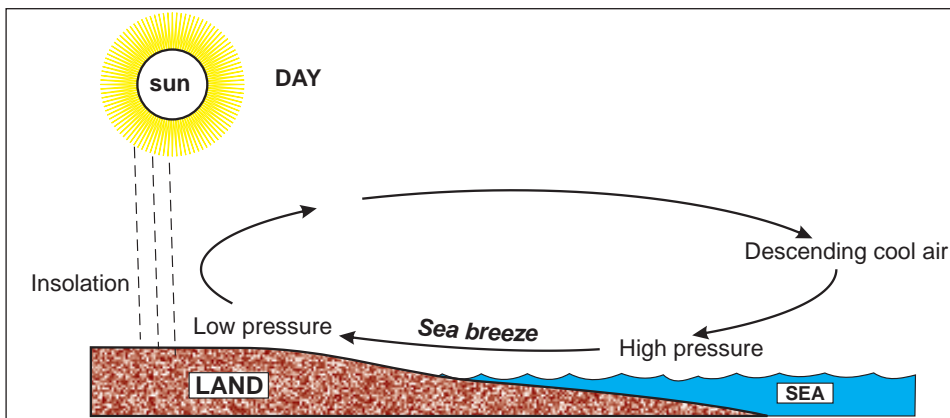
Work in pairs and examine how ocean currents affect climate in Africa.

6. Distance from the sea

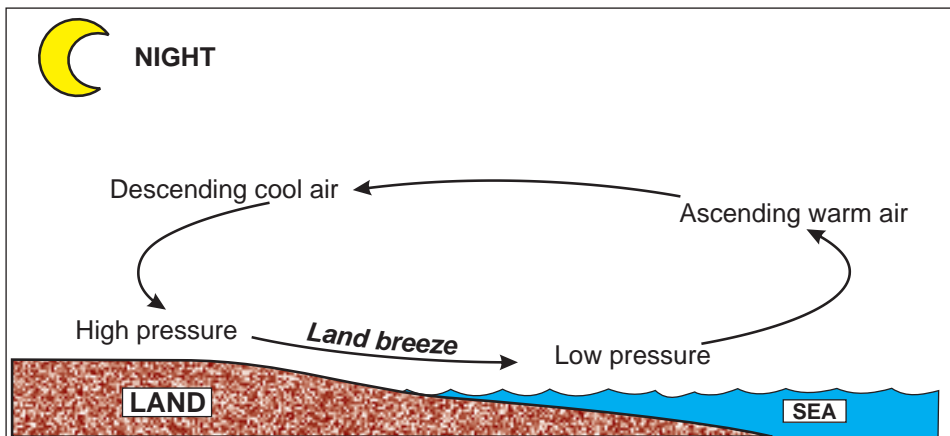
Areas near a large water body receive more rain than areas further away. The type of rainfall experienced is called **convective rainfall**. Sea breeze and land breeze are formations that result in this case.

Sea breeze blows from the sea to the land and have a cooling effect to the mainland. They occur during the day.

Land breeze blows from the land to the sea and have a cooling effect to the sea. It occur at night.



Sea breeze



Land breeze

7. Nature of the coastline

A coastline can either be regular or irregular. A regular coastline is almost straight while irregular is not.

Winds that blow along a regular coastline do not bring rain for example North East Trade winds along Somalia coastline bring no rain therefore causes the horn of Africa to be dry.

The South East Trade Winds that blow to the East African coast bring rain to this area. Coastal regions of Kenya for instance receives a lot of rainfall because it lies along an irregular coastline that disrupts the path of the moisture-laden prevailing winds.

Group work

1. Based on the factors discussed above, account for the climatic conditions of South Sudan.
2. Explain the influence of regular and irregular coastlines in changes of climate.

Activity 7

Global warming

Pair work

1. Discuss your current understanding of the term global warming.
2. Highlight the cases of global warming pointing out the major ones.

Learning point

Global warming is the current increase in temperature of the Earth's surface (both land and water) as well as its atmosphere.

Average temperatures around the world have risen by 0.75°C over the last 100 years about two thirds of this increase have occurred since 1975. In the past, when the Earth experienced increases in temperature, it was the result of natural causes but today it is being caused by the accumulation of greenhouse gases in the atmosphere produced by human activities.

The natural greenhouse effect maintains the Earth's temperature at a safe level making it possible for humans and many other lifeforms to exist. However, since the Industrial Revolution, human activities have significantly enhanced the greenhouse effect causing the Earth's average temperature to rise by

almost 1°C. This is creating the global warming we see today. To put this increase in perspective, it is important to understand that during the last ice age, a period of massive climate change, the average temperature change around the globe was only about 5°C.

Global warming is affecting many places around the world. It is accelerating the melting of ice sheets, permafrost and glaciers which is causing average sea levels to rise.

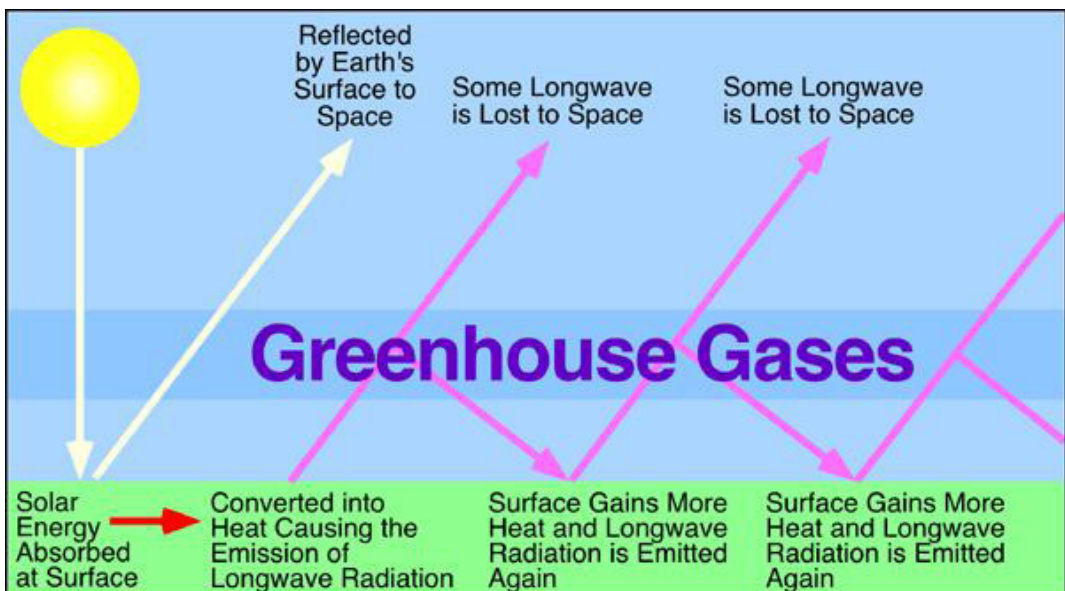
It is also changing precipitation and weather patterns in many different places, making some places dryer, with more intense periods of drought and at the same time making other places wetter, with stronger storms and increased flooding.

These changes have affected both nature as well as human society and will continue to have increasingly worse effects if greenhouse gas emissions continue to grow at the same pace as today.

The cause of global warming is the increasing quantity of greenhouse gases in our atmosphere produced by human activities, like

- The burning of fossil fuels or
- Deforestation.

These activities produce large amounts of greenhouse gas emissions which is causing global warming.



These gases trap heat in the Earth's atmosphere to keep the planet warm enough to sustain life, this process is called the **greenhouse effect**.

It is a natural process and without these gases, the Earth would be too cold for humans, plants and other creatures to live in.

These greenhouse gases generated by human activities are being added to the atmosphere at a much faster rate than any natural process can remove them.

Global levels of greenhouse gases have increased dramatically since the beginning of the Industrial Revolution in the 18th Century.



Industrial emissions that accelerate global warming.

Deforestation has become a massive undertaking by humans.

Transforming forests into farms has a significant number of impacts as far as greenhouse gas emissions are concerned.

For Centuries, people have burned and cut down forests to clear land for agriculture.

This has a double effect on the atmosphere both emitting carbon dioxide into the atmosphere and simultaneously reducing the number of trees that can remove carbon dioxide from the air.

When forested land is cleared, soil disturbance and increased rates of decomposition in converted soils both create carbon dioxide emissions. This also increases soil erosion and nutrient leaching which can further reduce the area's ability to act as a carbon sink.

Field trip

1. Organise a visit to a nearby industry or factory. Get to know how the

industry works. Prepare a simple questionnaire that will involve questions about how the industry controls emission of gases to the atmosphere.

2. Make a summary of points learnt and present them in class.



Deforestation enhances global warming.

Group work

1. Account for the causes of global warming.
2. What do you think are the impacts of global warming?

Effects of global warming

Global warming is damaging the Earth's climate as well as the physical environment. One of the most visible effects of global warming can be seen when the Arctic as glaciers, permafrost and sea ice are melting rapidly. Global warming is harming the environment in several ways including:

- (a) Desertifications whereby many places in the world are becoming deserts while the existing ones are becoming larger as time goes by.
- (b) Increased melting of snow and ice.
Sea level rise
- (c) Stronger hurricanes and cyclones

Revision questions

1. Discuss the best climate you would like to live in and explain why.
2. Explain why climate of a place will take so long to change using relevant examples from your state.
3. Explore the economic activities that can take place in a cool and wet climate.
4. Identify the economic activities carried out on the windward side of Mount Kinyeti in Imatong state.
5. Explain why the economic activities in question four would take place using the ecological stages of a windward side of a relief mountain.
6. What do you think can be done to minimise global warming in the world?

New words	
Rearing	To bring up until they are fully grown.
Manually	An activity done using the hands.
Greenhouse	A transparent building where plants that need protection from cold weather are grown.
Fodder	A kind of livestock food that is made of dried hay.
Agricultural schemes	They are large lands that all types of agricultural activities take place.
Abandon	To stop looking after something.
Self-reliance	Depending on your own powers and resources and not that of others.
Generate	To create.
Appropriate	Suitable for something.
Agro-forestry	A type of agriculture where crops and trees are grown together in the same piece of land.

Group work

Look at the pictures below.



1. Explain the activities taking place in the pictures above.
2. Do you think these methods of farming are modern or traditional?

Learning point

Farming is the **growing** of plants and **rearing** of livestock.

South Sudan covers 644 million square kilometers of land. The cultivated land is about 27,712 square kilometers and has a population of 8.3 million people. Soil and climatic conditions as well as availability of water makes South Sudan suitable for agriculture.

Agriculture, pastoralism and fishing are the main economic activities of the people of South Sudan.

With a total surface area of about 105.6 million hectares, about half of this land is mainly an agricultural land while the other half comprises of marginal land, forests, mountains, rivers and wetlands.

There are different methods of farming used in South Sudan. These methods are:

1. **Traditional methods** – These are methods which were used long time ago historically before the coming of European. Even though they are still being used today. An example of these is the **rain fed agricultural method**.
2. **Modern methods** – These are the methods used today and that were introduced to South Sudan during colonial period. An example of these is **mechanised rain fed agriculture**.

Pair work

1. What do you understand by the term Agriculture?
2. How would you categorise the methods of farming?
3. Agriculture is the backbone of South Sudan economy. Justify.

Nature walk

With the help of your teacher, walk around the area near your school and your community.

Observe the farming activities that take place in those areas.

Name some of the plants grown and animals reared.

Report your findings in class.

Learning point

Farming refers to the growing of crops and keeping of animals for food and other products.

Farming can be done for **subsistence** purposes or for **commercial** purposes. There are many methods of farming practiced in South Sudan. These methods are either **traditional** or **modern**.

Traditional methods of farming may be in crop farming or livestock keeping. Rain-fed crop cultivation is one way of traditional farming. Pastoralism is an example of traditional method of livestock keeping.

Modern methods of crop cultivation include planting crops under irrigation and in green houses. It also includes plantation farming where cash crops such as sisal, coffee and tea are planted on large pieces of land.

Combined crop cultivation and animal keeping is a common phenomenon in agriculture today. In this form of farming, the keeping of animals becomes beneficial as it provides manure to the crops. On the other hand, the crops provide fodder to the animals. This is a double benefit as it goes a long way in saving costs that could have been involved in farming.

Individual work

1. What is farming?
2. Categorise the methods of farming in the pictures below either as traditional or modern.



- (a) What methods of farming are used in your community today?
- (b) Report your findings to your groups.

Field trip

Organise a field trip to an agricultural scheme. Explore the methods of farming used in that scheme. Confirm whether the following farming methods are used:

- Mechanised rain fed agricultural schemes such as Awil rice scheme.
- Traditional rain fed agriculture in any part of South Sudan.
- Mechanised irrigation schemes such as Awil rice scheme.
- Traditional irrigation around Juba and along perennial rivers.
- Livestock husbandry or pastoralism Kopoeta, Jongle Trekeka, Boma and Rumbek.

Different parts of South Sudan practise different types of farming using different methods. These methods depend on different crops and different types of soil.

Group work

1. How many methods of farming do you know that are practised in your community? List them.
2. Why do you think these methods are the ones practised in your community?
3. Do you think the methods of farming practised in your community are the best? Explain why.

Learning point

The following are methods of farming mostly used in South Sudan.

a) Shifting cultivation

Shifting cultivation is a method of farming where an area of land is cleared off its vegetation and cultivated for a period of time and then abandoned for its fertility to be naturally restored.

A land in shift farming is cleared and cultivated for a very short of time. It is then left and allowed to revert to its normal and natural vegetation as the cultivator moves to another field.

The cultivation period is often terminated when the soil reveals any sign of exhaustion or when the plot is overrun by weeds. The length that the plot is cultivated is however shorter compared to the period in which the land is allowed to regenerate by lying free or fallow.

Shift farming has been often and highly practiced by indigenous communities for many centuries. It takes place and occurs in Amazon rainforest areas, West and Central Africa as well as Indonesia. Alongside other aspects of agriculture, slash and burn farming is under the threat of large scale forest clearance.

Advantages of shifting cultivation

1. It helps used land to get back all lost nutrients and as long as no damage occurs therefore, this form of agriculture is one of the most sustainable methods.

2. The land can be easily recycled or regenerated thus; it receives seeds and nutrients from the nearing vegetation or environment.
3. Shift farming saves a wide range of resources and provides nutrients because a small area is usually cleared and the burned vegetation offers many nutrients.
4. It helps to ensure more productivity and sustainability of agriculture.
5. In shift farming, it is easy to grow crops after the process of slash and burn. This is why shifting agriculture is also popularly known as slash and burn farming.
6. It is an environmentally friendly mode of farming as it is organic.
7. Shift cultivation is a mode or form of weed control.
8. It also plays a crucial role in pest control.
9. Soil borne diseases is also reduced significantly through shifting mode of farming.
10. It also reduces the rate of environmental degradation.

Shifting cultivation is a one lands clearing mode of farming or a slash and burn strategy. It leaves only stump and large trees in the farming area after the standing vegetation has been cut down and burned. The ashes enrich soil. Cultivation on earth after clearing of the land is often accomplished by a hoe and not necessarily by plough.

Disadvantages of shifting cultivation

1. It can easily lead to deforestation because when soil fertility is exhausted, farmers move on and clear another small area of the forest.
2. Shift farming can easily cause soil erosion and desertification.
3. It destroys water sheds.
4. Shift farming is uneconomical.
5. It easily leads to loss of biodiversity.
6. Water pollution in coastal areas easily occur because of raw sewage.
7. Shifting mode of farming restricts the intensity of land use.

b) Bush fallowing

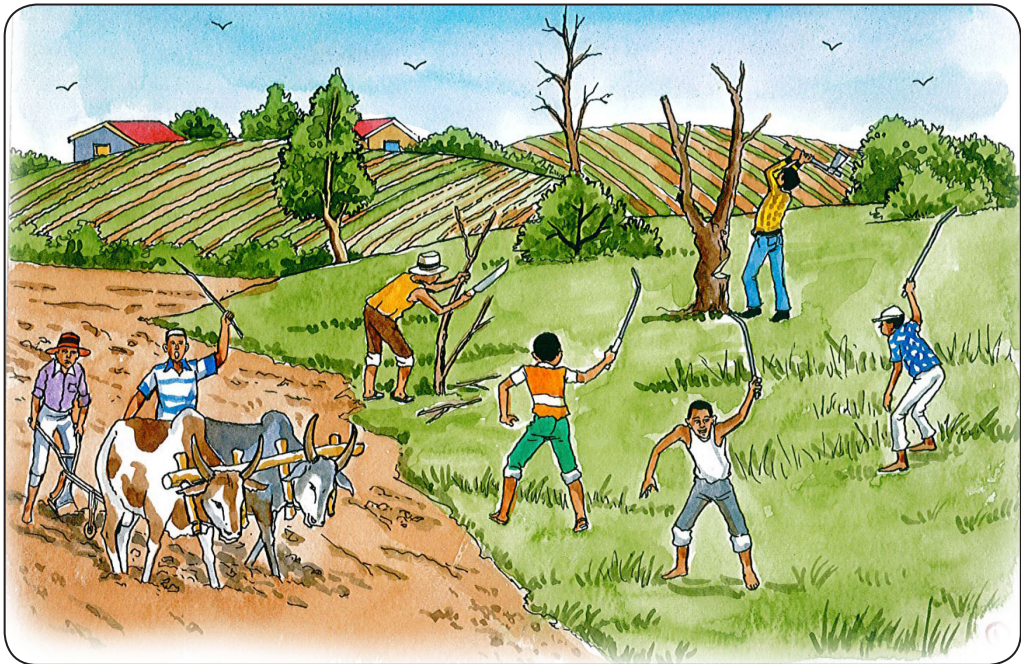
Bush fallowing is a system of subsistence farming in which land is cultivated for a period of time and then left uncultivated for several years so that its fertility can be restored.

Features of bush fallowing

1. It is mainly practised by peasant farmers.
2. It involves the use of crude implements like cutlass and hoe.
3. The family is the main source of labour.
4. It is common in rural areas with abundant farmlands.
5. Productivity per unit of land or per unit of labour is low.
6. Foods which are mostly grown there: yams, maize, cassava and many others.

Pair work

Look at the picture below.



2. What method of farming is this? Do you like it? why?
3. Where do you think this method of farming is practised?
4. What effect do you think this kind of farming can bring to the environment?

Advantages of bush fallowing

The main advantage of bush fallowing is the fact that it is low cost since the equipment used are simple. Other advantages are:

1. It ensures continuous sustenance during periods of crop failure.
2. It can be used to check soil erosion, leaching and weed growth.
3. It is very easy to practise as low technology is required.
4. It aids the natural restoration of soil nutrients during the fallow period.
5. It helps to control plant pests and diseases.

Disadvantages of bush fallowing

1. There is no provision for expansion in bush fallowing, as it does not lead to mechanisation.
2. It leads to wastage of land.
3. It leads to the destruction of valuable forest resources like timber.
4. It leads to land fragmentation due to increase in population.

c) Subsistence farming

This refers to the kind of farming whereby the farmer cultivates crops or keeps animals mainly for the purpose of supplying the needs of the family.

d) Cash crop

Refers to a type of farming where agricultural crops are grown for the purpose of sale or to make profits, instead of subsistence or barter. It is also called **commercial farming** or **cash cropping**.

In simpler words, cash crop farming is done by farmers to earn money in return for sustenance or to meet the family's requirements. Also, an additional profit would be required for the next crop-related activity. That is, farmers have to borrow money from banks to purchase seeds for planting. Then, depending on the rise in market prices, they sell the harvested crops. In this way, they are able to repay their loans only after the sale of their crops.

The farming techniques used vary with each farmer as well as from one country to another. That is, traditional farmers in developing countries employ farming techniques that they are accustomed to. In the more developed countries, intensive cultivation and mechanised farming techniques are commonly used.

Furthermore, the price of cash crops depends on the supply and demand in more developed countries, the least developed countries being the suppliers.

The climate is a factor that decides the growth of cash crops. That is, the growth of cereals, fruit trees and potatoes is supported by temperate

climatic conditions, whereas rice, soybean and others, come from a subtropical climate and sugarcane, cocoa, with others from a tropical climate.

Advantages

1. Cash crop farming is considered as an accurate method that has proven to raise affordable food in high quantities.
2. It is profitable to the farmers and serves as a source of their sustenance.
3. It gives employment where cash crops can be processed and promotes economic diversification.
4. It earns revenue for the government.

Disadvantages

1. Mono-cropping or sole cropping is followed, where a single crop is grown each year on the same land. Due to this, there may be limited production of certain food crops.
2. Moreover, the continuous use of mono-cropping has been linked to soil degradation or decline in the soil quality, which further leads to the growth of pests and disease-causing pathogens. The outcome of this could also be mass starvation caused due to the extensive destruction of a particular crop.
3. Cash crop farming may prove beneficial only to those farmers who have food security and access to other necessary inputs and income, whereas small farmers may face constraints.

Examples of cash crops include;

Wheat, rye, corn, oats, barley, rapeseed, mustard, potatoes, rice, millet, apples, oranges, cherries, coffee, cotton, strawberries, raspberries, soy beans, tea, etc.

- e) **Irrigation farming** this refers to the supply of water to make land agriculturally productive for example the Awil rice scheme.
- f) **Horticultural farming** this is the intensive cultivation of vegetables, fruits and flowers for sale Magwi, Yei Mondri and Madi area.
- g) **Beef farming** this is whereby farmers keep animals or livestock for meat only. This farming is practised in Magwi, Pageri, Mondri and Yei areas.
- h) **Dairy farming** this is whereby farmers keep animals for milk products.

- i) **Pastoral farming** this refers to keeping a large herd of livestock in arid and semi-arid areas in which farmer move from place to place looking for water and pasture. For example, Upper Nile, Awil and Kapoeta. Pastoralist tribes in South Sudan are; The Toposa, Didinga, Murle, Dinka, Mundari Nuer and many others.

Individual work

Compare the effects of farming in your localities with other parts of South Sudan.

Activity 3

Farming systems in Kenya

A **farming system** is a set of organised conditions for production of crops, livestock, fish, agro-forestry and others.

Pair work

1. Do you know any farming system in your locality? Name them.
2. What can you say about farming systems in South Sudan.

Learning point

Kenya just like South Sudan depends heavily on agriculture. Agriculture is the backbone of Kenya's economy.

Not much of Kenyan land supports agriculture; this is because quite much of its land is semi-arid.

Nevertheless, Kenya's climate is much tropical just like South Sudan.

Kenya has two systems of farming namely:

- Extensive and
- Intensive

The above systems can be carried out under large scale or small-scale farming depending on level of technology, availability of land, capital and skilled labour.

Extensive system – Involves farming on large piece of land using very little input to produce the desired products.

Small scale farming – Farming system which involves growing of crops and raising of livestock on small pieces of land for maximum yield per unit area, through use of high levels of labour and capital by application of modern farming technologies.



Small scale farming where exotic cattle are reared on small scale farming in Kenya.

Intensive farming system – Farming system which involves the commercial production of large quantities of crops and livestock on a large farm.

Large scale – Farming system which involves growing of crops and rearing of animals on a large piece of land applying modern farming technologies.

Farming methods in Kenya

The farming methods practised in Kenya are as follows.

1. Mixed farming
2. Shifting cultivation
3. Organic farming
4. Agro-forestry
5. Nomadic pastoralism

Individual work

Compare and contrast farming systems in South Sudan and other countries with similar climate.

Activity 4

Effects of farming today

Many of the foods that we buy either in the market places or in the shops are as of the result of agriculture. Agriculture makes a country self-reliant in terms of food.

Agricultural products are also used in many processing industries and hence agriculture is a source of raw materials for industries.

Farming activities stimulates the establishment and development of related industries.

Pair work

1. Look at the pictures below. Explain what is happening in each picture.



2. Identify other impacts of agriculture in your locality.

Activity 5

Impacts of agriculture

Agriculture, as a main economic activity in South Sudan has various impacts to the people of South Sudan.

Pair work

1. Draw a map of South Sudan and indicate areas where main cash crops are grown.
2. Discuss the ways in which the growing of cash crops in South Sudan help in growing the country's economy.

The impacts of agriculture includes:

- (a) It earns foreign exchange when agricultural products are exported.
- (b) Farming creates employment opportunities.
- (c) Leads to the development and improvement of infrastructure.



A good road.

- (d) Establishment of social amenities such as schools, health centres and recreational facilities.



A hospital



A school

- (e) Leads to the establishment and growth of urban centres.



Juba city

- (f) It leads to self-reliance in terms of food security.

Homework

What has agriculture contributed in your community?

Activity 6

Farming systems and their effects on the environment, community and economy

From various farming activities, people are able to get food and raw materials for industries. Activities that enable farming are income generating, while some of them have enabled people to conserve the environment.

It is because of this reasons that appropriate farming methods have to be used to enable people benefit maximumly from various farming activities.

Some traditional farming methods for example, are less beneficial as compared to modern methods of farming. These include shifting cultivation, as compared to agro-forestry.

Class activity

Using relevant reference materials, find out on the farming methods practised in Sudan, Ethiopia, Kenya and Uganda then compare them with the farming system in South Sudan. (Consider the methods of farming whether rain fed or irrigation, highly mechanised or labour intensive, use of greenhouses and the types of crops that are grown).

Group work

Organise the class into groups. Using various sources such as reference Social Study textbooks, internet and resource persons:

1. Find out how farming is practised between Kenya and Uganda.
2. Draw a table to show similarities between the farming systems in Kenya, Uganda and South Sudan. Present your books to the teacher for marking.

Class activity

Outline the **positive** and **negative** effects of farming to the economy, community and the environment.

Positive effects	Negative effects
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

The following are measures that can be practiced to curb the destruction of the environment as a result of farming.

- Recycling waste.
- Recycling water.
- Composting.
- Renewable energy.

- Fair distribution of resources.

Homework

Look at the pictures below.

How are these ways used to curb destruction of environment?



Building of check dams or gabions.



Agro-forestry.

(C)



Contour ploughing.

Revision questions

1. Identify a farming system that best suit your local area.
2. Why do you think farmers use crop rotation?
3. If you were a farmer what are the best management practices will you use to improve farm production and environmental sustainability.
4. Why do you think agriculture has become an important economic practice for most of the developing African countries?
5. Explain why South Sudan should emphasise the use of agro-forestry more than it is being used today.

New words	
Stability	A state where something is in a comfortable position and is hard for it to be changed.
Independence	The state of being able to stand on your own.
Discrimination	Treating people in an unjust way because they are not from your Religion or race.
Bias	Acting in an unfair way.
Policy	A kind of action proposed by a person or an organisation.
Social amenity	Something which contributes to physical comfort.
Entity	A thing with distinct existence.
Uphold	To confirm something that was initially doubted.
Enforce	To compel the observance of something.
Pre requisite	A thing that is required as a prior condition for something else to happen.

Read the following story.

Once upon a time, there was a flock of doves that flew in search of food led by their king. One day, they had flown a long distance and were very tired. The dove king encouraged them to fly a little further. The smallest dove picked up speed and found some rice scattered beneath a banyan tree. So all the doves landed and began to eat.

Suddenly a net fell over them and they were all trapped. They saw a hunter approaching carrying a huge club. The doves desperately fluttered their wings trying to get out, but not possible. The king had an idea. He advised all the doves to fly up together carrying the net with them. He said that there was strength in unity.

Each dove picked up a portion of the net and together they flew off carrying the net with them. The hunter looked up in astonishment. He tried to follow them, but they were flying high over hills and valleys.

Pair work

1. From the story above, why is unity important?
2. Explore factors that can promote unity in our school and our community.
3. Where do you think factors that promote peace in South Sudan originated from?

Learning point

From the story above, we learn that **unity** refers to togetherness or oneness among people in a society.

National unity can be described as the oneness of a nation whereby people work together to promote economic growth and political stability.

It can also be defined as a state of having no wars or disputes.

National unity is very important because when people are united, there is peace and development.

Unity protects people from all evil-doings.

Unity gives strength.

Unity is important for both human beings and animal survival.

Individual work

Observe the picture below and interpret what is happening.



How does this picture portray unity?

What conclusion can you draw about peace from the picture above?

Activity 2

Symbols that promote National Unity in South Sudan

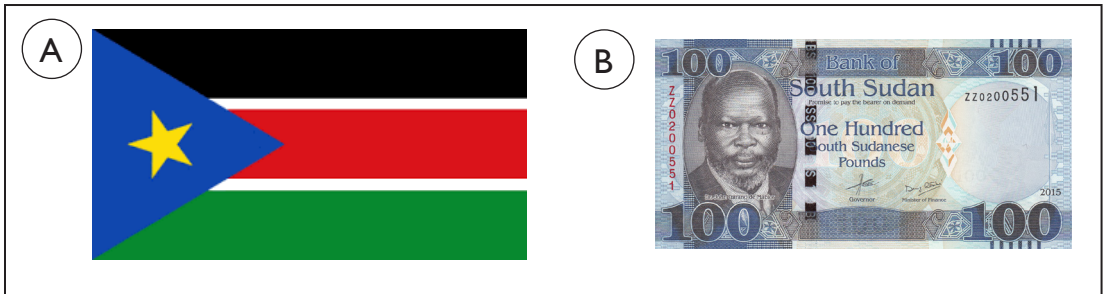
Did you know?

In Section 33 Paragraph 1, the constitution specifies, among other things, the following things that promote National Unity:

“All people are equal before the law and are entitled without any discrimination, as to race, colour, sex, language, religious creed, political or other opinion, national or social origin, age, disability, ethnicity, birth, marital status, pregnancy or other status, to the equal protection of the law.”

Pair work

1. What is a symbol?
2. Look at the pictures below.
 - (a) Name the pictures.
 - (b) Explain how they are used in South Sudan.



Learning point

There are many symbols that promote unity in South Sudan.
The major symbols of unity in South Sudan include:

1. The National flag

The flag of South Sudan was adopted following the signing of the comprehensive peace agreement that ended the second Sudanese civil war.
It has the following colors and each color represent different things in South Sudan.



Flag of South Sudan.

Black	represents the people of South Sudan.
Red	represents blood that was shed for the independence of the country.
Green	represents the country's agricultural, natural wealth and land.
White	represents South Sudan's peace attained after many years of the liberation struggle.
Blue	represents the waters of Nile River, a source of life for the country.
Yellow	represents unity, hope and determination for the people.

2. Presidency



The President of South Sudan.

The position of presidency in the republic of South Sudan is a symbol of unity. The president is the head of state and commander in chief of the armed forces.

3. The constitution

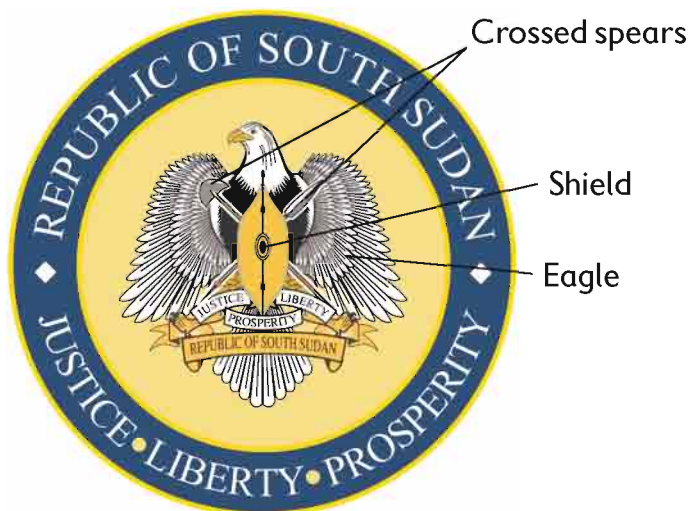
A constitution is a symbol of unity. The constitution of the republic of South Sudan was signed by President Salva Kiir and celebrated on July 9, 2011. It marked the day which the country got independence from North Sudan.



H.E. President Salva Kiir waves the newly signed constitution during the ceremony in the capital Juba on July 9, 2011 to celebrate South Sudan independence.

4. The coat of arms

The coat of arms of South Sudan has features of African fish eagle bearing a shield and crossed spears. The eagle is a symbol of strength, resilience and vision. The shield and spears represent protection of the new states of South Sudan.



The coat of arms of South Sudan.

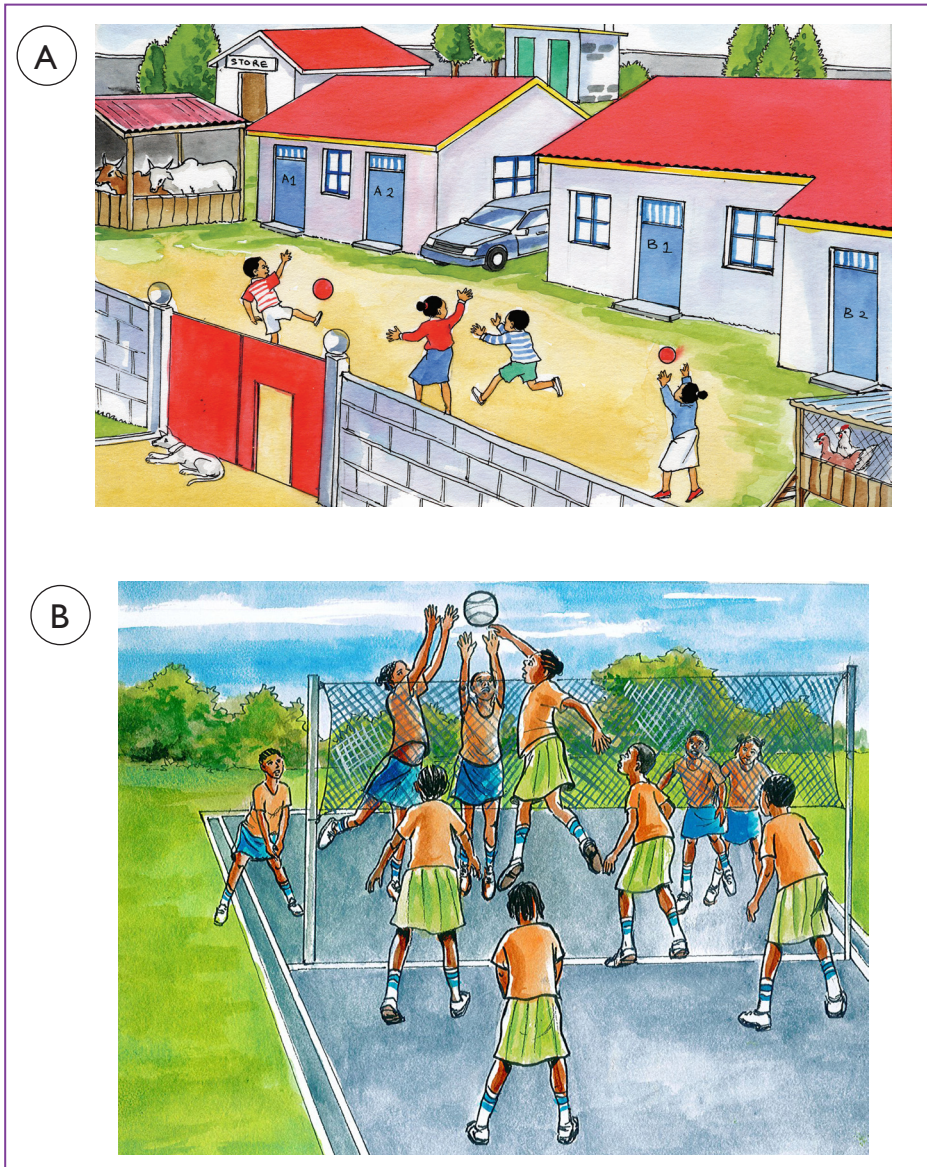
Activity 3

Factors that promote national unity

These are factors that enhance cooperation. They are the acts of combining and bringing various factors in a way that makes them one.

Pair work

1. Look at the picture below.



2. Explain how these pictures help promote National Unity in South Sudan.

1. Use of the national language

A national language promotes communication and better understanding between people. English is the official language of South Sudan.

The common use of a national language irrespective of status, race or age promotes National Unity.

2. National political parties

There are several registered political parties in South Sudan. They are all expected to sell their policies to the citizens. Since party policies focus on the nation as a whole, political parties are an important factor in the promotion of national unity. Sudan People's Liberation Movement (SPLM), National Democratic Party, Liberal Party, United Democratic Party among others are examples of the political parties found in South Sudan.

3. Intermarriages

Marriage between people of different ethnic groups and races leads to unity between two or more communities.

This helps in promoting national unity amongst different communities.

4. Trade

Traders and business people interact with their customers and move from one place to another to sell and buy their products. These activities promote National Unity.



5. National philosophies or mottos

A philosophy is a rule or set of values, a country or school follows. It guides a national life attitude and conduct. These enables people from ethnic groups to put their resources together.

Most countries have philosophies that offer guidance in national activities. These philosophies promote national unity.

6. Equal distribution of national resources

The government follows a policy of fair and equitable distribution of national resources for example social amenities like schools and hospitals. Roads are also fairly distributed to all parts of the country. This encourages good inter-relationship among the citizens hence promoting national unity.

Group work

Education is the main factor for the promotion of peace. Justify.

Activity 4

Importance of equal distribution of resources

Equal distribution of resources refers to the sharing of assets equally in both the community and in the state. It is important because everyone have equal rights over the available resources.

Pair work

1. Do you think resources should be shared equally in a country. Explain why.
2. What are some of resources you know that a government can distribute equally.

Learning point

The importance of equal distribution of resources in the community:

1. When there is equal distribution of resources in the community and in the state resources will not be exploited at the hands of a few people.
2. Equal distribution of resources ensures continuous flow of sufficient resources to every section of the society.

Group work

In groups of six discuss about the resources South Sudanese should share amongst each other.

3. Equal distribution of resources eliminates the difference between the rich and poor in the society to reduce poverty.
4. Equal distribution of resources helps to achieve the motive of sustainable development.

Individual work

Examine how your local community share common resources. Make short notes and present to the teacher.

Group work

In groups of six, discuss about the resources South Sudanese should share.

Individual work

Examine how your local community share common resources. Make short notes and present your books to the teacher.

Activity 5

Effects and importance of sharing power

Power sharing – this is distribution of power among the organs of the government like legislature, executive and judiciary.

Group work

1. From the factors above, identify the factors that you think are most important in power sharing.
2. Provide examples where these factors have had an impact in our community.

Learning point

The following are some of the reasons why power sharing is important:

- a) Power sharing helps to reduce the possibility of conflict between social groups.
- b) It is a good way to ensure the stability of political order as social conflict often leads to violence and political instability.
- c) It is the very spirit of democracy in power sharing, ensuring participation of the people.
- d) It leads to development of a political culture that tolerates diversity, a strong civil society and strong common economic interests.
- e) It helps in maintenance of social harmony and peace.
- f) Peace that comes as a result of power sharing stimulates fast economic growth.

- g) When peace prevails and the citizens are empowered economically, this leads to improved living standards among the citizens.
- h) Through power sharing, people take direct participation in the system.
- i) It allows minorities to enjoy fair share in power.
- j) It makes sure that no any government can rule for longer period of time.
- k) Power sharing provides for a system of checks and balances in the government.

Power sharing in South Sudan has been made possible through various ways. It includes forming an all inclusive cabinet with people from different tribes and gender.



First Vice President Riek Machar, President Salva Kiir and Second Vice President James Wani Igga with members of the cabinet of the Transitional Government of National Unity in Juba on April 29, 2016.

Class debate

A country where power is shared is better than a country where there is no power sharing. Debate on the statement above.

Activity 6

Methods of power sharing

These are the methods by which the power is shared among the three organs of government.

Group work

1. Explore and discuss the best systems for power sharing.
2. Research successful strategies at a local and national level.

Learning point

Methods of power sharing include:

1. Autonomy

Autonomy allows an ethnic group or other groups claiming a distinct identity to exercise direct control over important affairs of concern to them while allowing the larger entity to exercise those powers which are the common interests of both sections.

Among the forms of autonomy is symmetrical federalism, in which all units enjoy similar powers, and asymmetrical federalism that might provide enhanced powers to a particular region.

2. Group Building-Block Approach

This option relies on accommodation by ethnic-group leaders at the political centre and guarantees for minority rights. It is “consociation” in that it encourages collaborative decision-making by parties in conflict. The key institutions are federalism and the devolution of power to ethnic groups in territory that they control.

Class discussion

Imagine a situation in your class where there are inadequate resources. Hold a dialogue to identify how you can share the available resources.

Activity 7

National Unity process in other countries and its role in shaping the unity of South Sudan

Many countries which have had conflicts have been involved in National Unity process of solving their conflicts peacefully and this has really helped South Sudan.

Pair work

1. What is conflict resolution?
2. How would you be involved in conflict resolution between your friends in the school?
3. Based on what you know, explain the five process of conflict resolution in the society?

Many African countries have had a conflict at one point or the other. There has been a process of reconciliation in order to bring back national unity in those countries. Examples of these countries are Rwanda, Uganda and Kenya. The methods that have been used to solve conflicts in these countries and bring unity include:

1. **Dialogue:** Exchange of ideas and opinions on a particular issue with an aim of finding solution.
2. **Mediation:** Intervening between conflicting parties with an aim of promoting unity.
3. **Negotiation:** Mutual discussion over an issue involving more than one party.
4. **Arbitration:** This is dispute resolution conducted by an independent and a neutral third party.
5. **Litigation:** This involves the appealing for fair judgment to a higher court of law.



The Central Equatorial State High Court of South Sudan.

6. **Inquiry:** This can include formation of commission of inquiry.

The National Unity process in other countries have helped in the shaping of the unity of South Sudan: For example in Kenya.

Read the following story.

2007–08 Kenyan crisis

The 2007–08 Kenyan crisis was a political, economic and humanitarian crisis that erupted in Kenya after former President Kibaki was declared the winner of the

presidential election held on December 27, 2007. In part due to the ethnic and geographic diversity of Kenyan politics, no one narrative can explain the reaction of opposition supporters to the announcement of the new elected presidential swearing-in, which was done on December 30, 2007 in the evening. In addition to staging several non-violent protests, opposition supporters went on a violent rampage resulting to mass killings. The opposition leader encouraged supporters to engage in mass protests which he announced on local television and radio stations. Targeted ethnic violations escalated and at first were directed mainly against the community of which the sworn-in president originates from. The Kenyan coastal residents took to the streets to protest the electoral manipulations and support their preferred candidate, the opposition leader. Tensions rose as the landless indigenous Coastal communities felt this was a time to avenge. Looters also struck a number of stores across the country.



Kofi Annan (centre) during the post-election violence in Kenya in 2008.

Annan mediation

Former UN Secretary General Kofi Annan arrived in the country about a month after the election and successfully brought the two sides to negotiating table. On February 28, 2008, the two antagonistic leaders signed a power-

sharing agreement called the National Accord and Reconciliation Act 2008, which established the office of the Prime Minister and created a coalition government. The power-sharing Cabinet, headed by opposition leader as Prime Minister, was eventually named on April 13, after lengthy negotiations over its composition; it was sworn in on April.

The post-election demonstration and violence stemmed from a mixture of motives. Some of which were the external forces like media reports.

Ghanaian President and African Union Chairman John Kufuor, was about to begin negotiation in a peaceful atmosphere but the opposition leader said that he anticipated direct talks involving both himself and the sworn-in president, with Kufuor's participation.

On January 9, Kufuor met separately with the two antagonistic principals. Government statements on that day emphasized commitment to dialogue and said that he had already initiated a process of dialogue with other Kenyan leaders. The sworn-in president also gave a speech in which he said that the vote was concluded, that it was impossible to change the outcome, and that any complaints should be handled through the courts. The two sides agreed to an immediate cessation of violence as well as any acts which may be detrimental to finding a peaceful solution to the ongoing crisis.

There exist doubts that the sworn-in president really invited Kufuor as opposed to him having come as a result of international concern for the worsening situation in Kenya. This was captured both on TV and print media. In addition, the PNU side was actively downplaying the seriousness of the post-election crisis, saying that this was a local problem that would be dealt with locally. It even urged the displaced people at various police stations and camps to 'return home' and generally tried to dissuade international attention to the crisis. It is also worth noting that there were conflicting reports from Ghanaian weblogs about President Kufuor's visit.

Remember

- Dialogues have been in these countries in helping to bring together the parties in conflict in South Sudan to enhance unity.
- Some of the heads of state in the countries that have been able to achieve National Unity have acted as mediators in the South Sudan conflict.
- Many South Sudan people have benefited by settling and studying in countries that have attained National Unity.

- The countries that have been able to achieve National Unity have acted as a role model to South Sudan hence helping in the shaping the unity of South Sudan.
- Some countries that have been neutral have helped in shaping the unity of South Sudan by acting as arbitrators.



H.E. President Salva Kiir with president Omar al-Bashir of Sudan during signing peace agreement.

Activity 8

Developing co-existence using the principles of equity, human rights and justice

Co-existence in a society is promoted by observing and upholding equity, respect of human rights and enforcing justice.

Pair work

Can you make a distinction between equity and justice?

Learning point

(a) Equity

This is equal and just distribution of resources, opportunities and power. Resources to be distributed includes land, water, minerals, fuel and wealth in general among corresponding geographic entities (states and countries)

Equity ensures that there is continuous flow of sufficient resources to every section of the citizens.

(b) Human rights

The fundamental constitutional rights that a human is entitled to.

Human rights can be categorised as:

Social rights

- Right to housing and sanitation
- Freedom from hunger
- Right to security
- Right to education

Civil rights

- Right for free and fair trial
- Right to vote and be voted for
- Freedom of expression
- Freedom to access information
- Freedom of association
- Freedom of movement

Economic rights

- Right to own property
- Right to trade
- Right to employment

Environmental rights

- Rights to protect natural resources and the environment.

Justice

Fair treatment of a person without discrimination according to gender, race or religion.

Justice ensures that no one person or group should have a greater benefit or rights than another. Conversely, no person or group should be denied similar benefits to those that another group enjoys.

Justice means punishing actions or words that are wrong and upholding things that are good. This helps ensure that wrongs will be ended and rights will be upheld thereby leading to a safer society for everyone.

Justice in our country is enforced through courts.

Activity 9

Ways of developing peaceful co-existence in South Sudan

Peaceful co-existence means living together in peace rather than in a constant hostility in a country or a community. There are many ways that can be used to ensure that people of South Sudan live together as united people.

Pair work

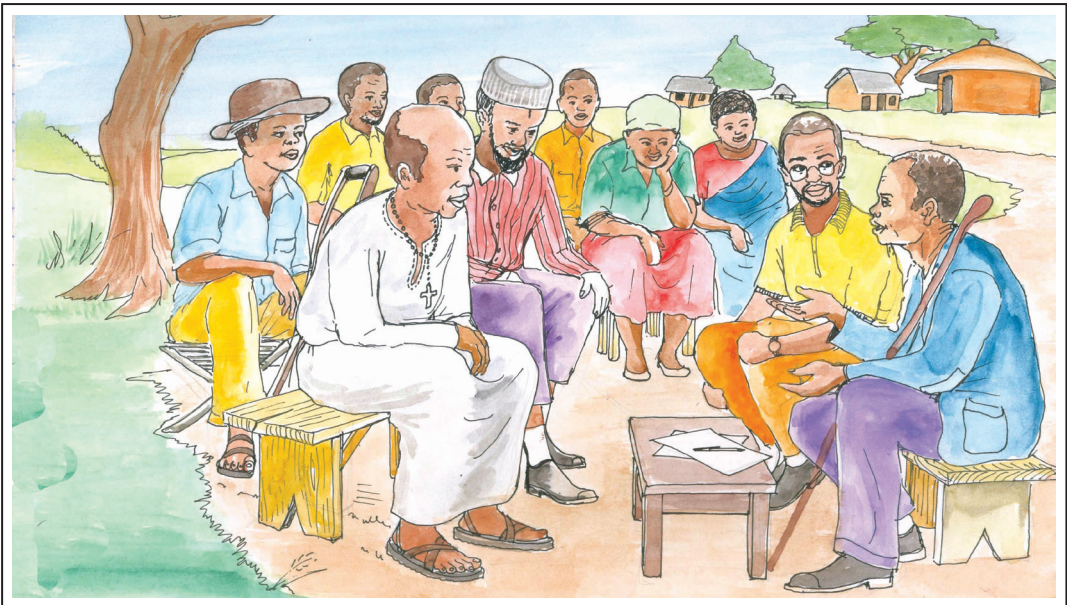
1. How would you improve peaceful co-existence in South Sudan?
2. Do you think peaceful co-existence promotion or development is a responsibility of every individual in South Sudan?

Learning point

These ways include:

(a) Community dialogue

This is a process of engaging community members in an open and inclusive discussion to address disagreement or conflict that arise among groups, individuals and neighbours. During this dialogue these people who have differences come together to discuss and after the discussion they should come out with a solution which will bring peaceful co-existence.



People having a dialogue.

(b) Caring and sharing

People should live together in peace and harmony by sharing what they have. By sharing with one another peaceful co-existence will be promoted. The rich should share with the poor in their community to eradicate poverty which brings conflict in a state or a community.

(c) Equality and mutual benefit

Using principle of equity, people should be treated equally in the community to avoid conflicts and promote peaceful co-existence. Every community should ensure there is equity in distribution of resources. Everyone in the community should be treated equally. This act will benefit everyone in the community and this will promote peaceful co-existence.

(d) Respect other people's religious and beliefs

Using the principle of human rights and justice, community should ensure everyone's right is respected. Everyone in the community should be allowed to exercise their rights for example: right to worship and many others.

(e) Peace education

People should be offered peace education because it is fundamental to peace building. The Schools should adapt a style of teaching which ensures they understand the importance of peace. Communities should hold seminars and rallies to educate about peaceful co-existence in the community.



Peace keeping rally.

Activity 10

The roles of NGOs and CBOs in the society

NGOs and CBOs play a big role in promoting equality and justice in the community.

Pair work

1. Write the following terms in full:
 - (a) NGO
 - (b) CBO
2. Name any NGO and CBO organisation you know.
3. Explain the importance of two organisations you have identified.

Learning point

NGOs play a vital role in the country. The roles are:

1. Donation of books, textbooks, stationaries to facilitate learning process. NGO funds the construction of classes and latrines in marginalised areas in the country. It ensures equitable access to education in remote areas.
2. The discovery of NGOs was decentralisation of the central government which helps the local communities to acquire more power in order to make their own decisions. The locals are given opportunities in decision making upon their projects.
3. Both NGOs and CBOs help the governments through advocating, partnering and complementing the work of the state in order to ensure that human beings enjoy their right to a quality gender-equitable access to education and resources.
4. Provision of donors and financial stipends through empowerment of both boy and girl education maintaining gender equity in education as a critical starting point of NGOs and CBOs in the society.
5. NGOs balance the social, economic and environmental factors in promoting sustainable development in the society. It encourages fairness and justice in the country.



Peace keeping meeting.

6. NGOs play a role in reducing costs in education like fees by efforts like scholarships, bicycles to get to class, or creative micro-enterprise development projects that, for instance, might produce school uniforms at a low cost while providing income to parents.

Activity 11

Laws and justice in relation to regional cooperation and National Unity

Regional cooperation is a process in which neighbouring states enter into an agreement in order to upgrade relationship through common institutions and rules.

Pair work

1. Explain the meaning of law and justice.
2. Make a list of laws that you know in your country.

Learning point

Benefits of regional cooperation

More connectivity tends to generate trust and a need for trust. Common interests and common institutions reduce the potential for conflict, conflict that formerly could lead to war.

Some of the benefits of regional cooperation:

- a) It implies the lowering of barriers to trade, thus benefiting the economy and increasing the well-being of the member states' citizens.
- b) Education and cultural exchanges have the potential to enhance regional

integration for the benefit of all members. Cultural differences between and within states will continue to exist. However, should not be regarded as sources of conflict, but as sources of diversity, beauty and inspiration.

- c) Cross-border cooperation is enhanced as a result of regional cooperation.
- d) Common social and cultural activities have greatly contributed to breaking down the language barrier in the region enhancing effective communication and understanding.

South Sudan has its own neighbouring countries. Regional co-operation is important for South Sudan and its neighbours. There is mutual benefit where regional co-operation is observed.

If laws and justice in South Sudan could be observed and developed like in some countries found in this region we would easily achieve National Unity.

Read the following newspaper extract from the Ethiopian News Agency then answer the questions that follow.

Ethiopia, South Sudan Sign Agreements, MoU that Forge Friendship

24th Feb, 2017, Addis Ababa, Ethiopia

Ethiopia and South Sudan have signed agreements, a protocol, and

memorandum of understanding (MoU) in various fields so as to forge their relationship.

The signing ceremony took place in Addis Ababa, following the bilateral talks held between Prime Minister

Hailemariam Desalegn and President Salva Kiir of South Sudan.



President Salva Kiir and Prime Minister Hailemariam Desalegn during the signing of the agreement

The agreements concerned roads and bridges, communication, information media and preferential trade agreement as well as border trade protocol.

The two countries have also signed memorandums of understandings on cooperation in the construction of roads, diesel off-take arrangement, health and energy.

The leaders have agreed to engage each other to implement the agreements and address any matter that may arise in future.

Acknowledging that free movement of people and goods are pre-requisites for enhancing economic ties and expeditious implementation of these agreements, the two leaders have decided with immediate effect to start the construction of road projects.

Noting with satisfaction the existing forever.”

bilateral ties, they also agreed to continue holding ministerial commission meetings led by respective foreign affairs ministers twice in a year.

Agreement was also reached to form Joint Border Administrators or Governors Committee (JBAC) to further strengthen cooperation on issues of security, trade, development and infrastructure along the common borders.

Regarding the restoration of peace and security in South Sudan, the two leaders agreed to work for the inclusive process of the National Dialogue that was declared on December 14, 2014.

Prime Minister Hailemariam said on the occasion Ethiopia and South Sudan have deep ties and “Ethiopia will continue to be with South Sudan

Class assignment

From the newspaper extract on page 75 and 76, discuss the benefits of regional cooperation that the two countries will get from this agreement.

Activity 12

Resilience against struggle in developing solutions to working in harmony

Resilience against struggle in developing solutions to working in harmony can be achieved through:

- a) Organising civic education regularly to enhance development in resilience in working in harmony.

- b) Holding national debates on ways of building resilience against struggle in developing sustainable solutions to working in harmony.
- c) Recognising people who have contributed positively towards resilience against struggle in developing solutions to working in harmony.
- d) The syllabus should incorporate information on developing solutions to working in harmony.
- e) Organising of games and sports with the theme on developing sustainable solutions to working in harmony.

Class debate

Africa still needs help. Debate

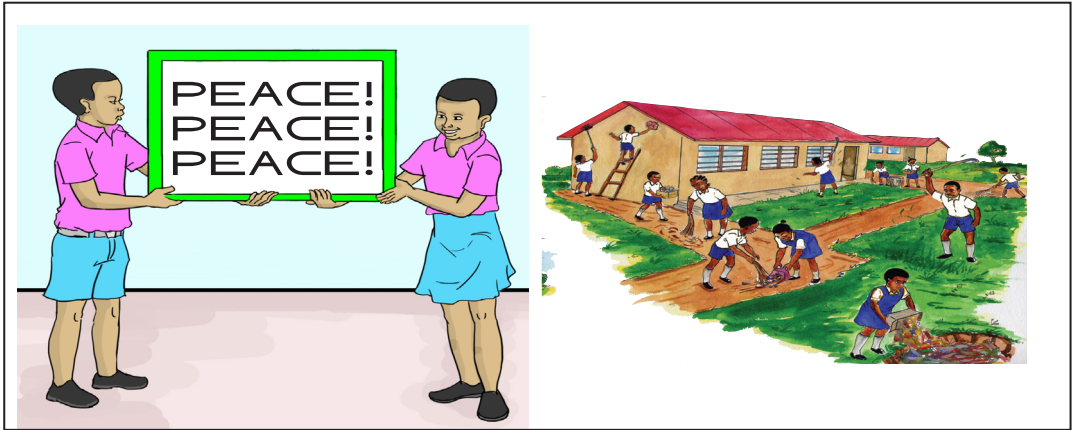
Revision questions

1. National unity can be promoted through various factors. Identify these factors explaining how they promote national unity.
2. What ideas justify that sharing of power is important and it promotes national unity?
3. What is a symbol? Explain five symbols of unity in South Sudan.
4. Explain five methods of solving conflicts.
5. Define the following Human rights and give two examples for each;
 - a) Social rights.
 - b) Civil rights.
 - c) Economic rights.
 - d) Environmental rights.
6. Draw a table of heroes and heroines in South Sudan. Align them in two columns representing the personalities.
7. Is there any statue that represent a national hero in your community? If yes, why do you think it has been staged where it is?

New words	
Peace	The state of not being at war and suffering.
Conflict	This is a disagreement between two individuals or groups.
Conflict resolution	This is the act of re-establishing good relationship after a disagreement.
Strategy	The planning of actions in advance
Decisive	To be firm and confident
Democratisation	This is the practise of ruling a country or a state freely
Eradicate	To completely do away with
Prejudice	An opinion that is not based on reason but one from own judgement.
Compromise	An agreement that is reached after each side offers to make a sacrifice of some kind.
Ethnic group	A community made of people who share the same cultural background.

Activity 1

Definition of peace, conflict and conflict resolution



Pair work

1. What is peace?
2. How do the poster and the picture above demonstrate peace?
3. Discuss how peace is necessary for the development of a country.
4. Present your points in class.

Learning point

Peace is a state or period in which there is no war and suffering.

Conflict is a disagreement between two individuals or groups.

Conflict resolution is the act of re-establishing good relationship after a disagreement.

Activity 2

National and international bodies

National and international bodies are organisations formed by independent states. Their main aim is to promote international peace and security. Examples of these international bodies are: United Nations [UN], African Union [AU], Transparency international the Commonwealth among others.

Group work

1. What do you understand by;
 - (a) National bodies
 - (b) International bodies
2. Can you make a distinction between national and international bodies?

Learning point

Roles of National and international bodies

The following are the roles of national and international bodies:

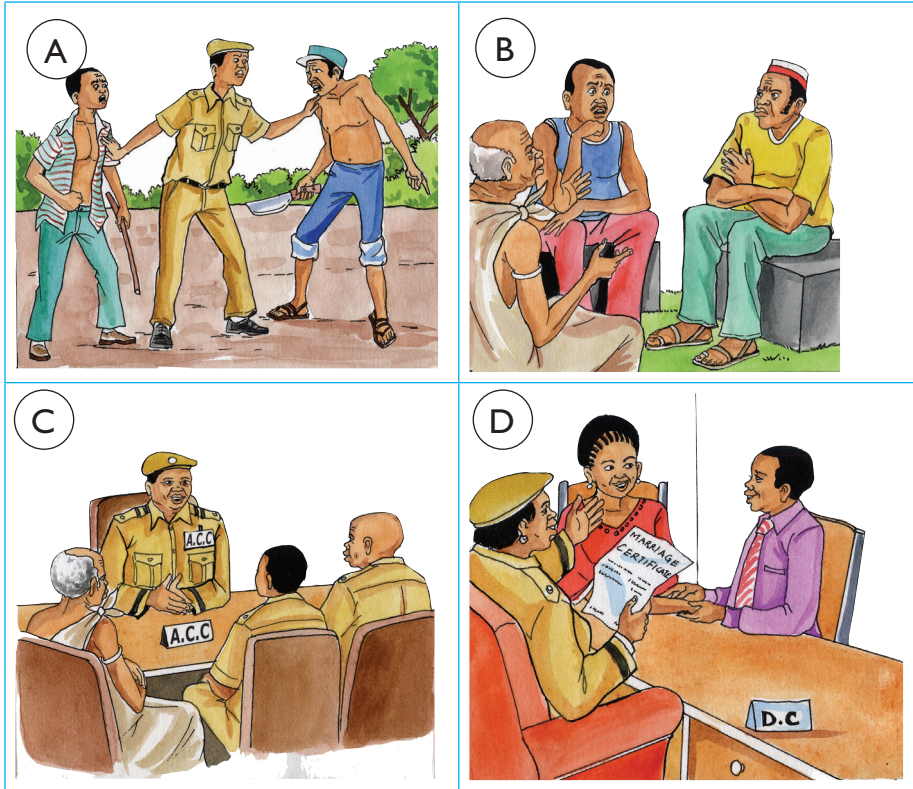
1. They promote international peace and security.
2. They prevent occurrence of other wars.
3. To develop friendly relations among nations.
4. To promote international understanding and cooperation among members.
5. To protect the interest of minority groups such as the handicap and minority tribes.
6. To promote and cooperate cultural interactions between members.
7. To promote economic development among member states.

Pair work

Discuss what you think the United Nations has done to foster peace and security in South Sudan.

Activity 3

Building peace and reconciliation in conflict areas



Group work

Look at the above pictures.

1. What do you think the people in pictures A, B, C and D are talking about?
2. Explain how the above pictures show the ways of building peace and reconciliation.

Learning point

Ways of building peace and reconciliation in conflict areas

There are many ways of building peace and reconciliation in conflict areas. They include:

1. Dialogue
2. Civil education.
3. Involvement of peace - keeping mission groups for example the United Nation and African Union.
4. Involving the judicial and court system.
5. Incorporating peace, education in the curriculum.
6. Celebrating the successes in the request for peace and non-violence.
7. Making a personal commitment to non-violence.
8. Speaking out against prejudice and discrimination.
9. Reporting people who offend you to your teachers so that they can be taught the importance of maintaining peace.
10. Becoming trained in mental health and first aid so that you can respond to people with mental distress.

Activity 4

Strategies to promote peace in South Sudan

Peace in South Sudan can be promoted through various ways. The government of South Sudan is setting strategies to promote peace in the country.

Group work

In groups, answer the following questions:

1. What are some of the things the government has done to promote peace.
2. What do you think should be done to bring a lasting solution to insecurity and civil wars in South Sudan?

Learning point

Some of the strategies used today to promote peace in South Sudan include:

1. Improving education

As far as individual level is concerned, improving education is the most decisive factor since the war began in the mind of a man. Peace education plays a major role in promoting peace in the republic of South Sudan.

2. Democratisation

This is developing or introducing of democracy in a country that did not have it before. It is the most effective peace strategy. It has been proved that countries with great democracies hardly go into war. There is respect for freedoms and human rights.

3. Increase prosperity

Poverty and unjust distribution of wealth are major causes of war. This strategy should not be restricted to the society level. One of the most important factors in increasing prosperity is the trade. Also, the state's available resources should be distributed to all people equally.

International system level

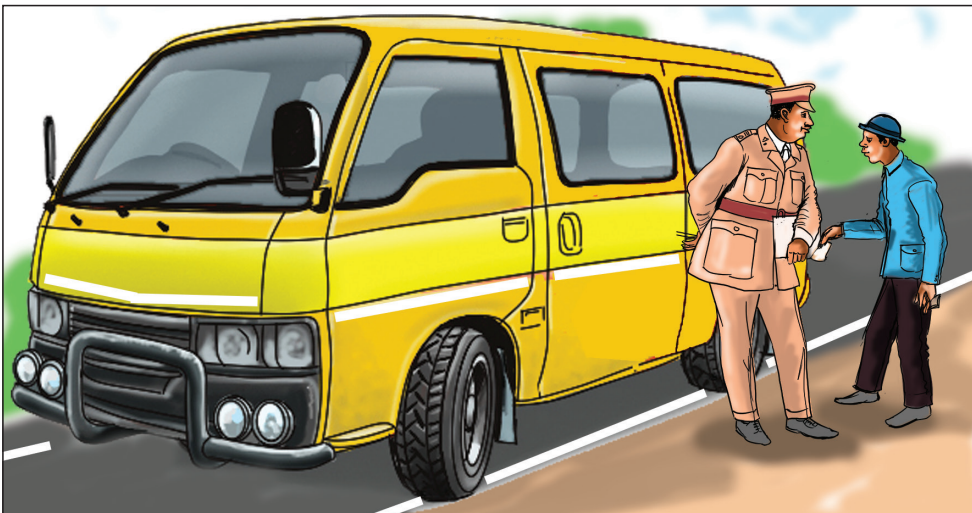
This is central focal point for peace and conflict research. The peace strategies that have been developed for this level will then form a focal point on this sanction.

To summarise these strategies for eradicating the causes of violence in international system, the international law has not prevented the use of force. Their idea was to replace the use of force with compromise and negotiations.

Activity 5

Challenges faced by national and international bodies in promoting peace

Look at the following picture.



Group work

1. What do you think is happening in the picture?
2. Why do you think promoting peace has been a big challenge to the people of South Sudan?
3. Discuss the roles of national and international bodies.

Learning point

The challenges facing international and national bodies include:

1. **Corruption**

This is the act of giving or receiving bribes. It is doing things in unlawful ways.

2. **Nepotism**

This is the practise of favouring one's relatives in the provision of employment and other services.

3. **Tribalism**

This is the practise of favouring people from one's ethnic group or tribe.

4. **Racism**

This is the practise of favouring people of a particular race.

5. **Multi - partism**

This is the availability of many political parties in a particular state or country.

6. **Refugees**

Refugees are groups of people who live in exile due to political, economic and social problems in their countries. High number of displaced persons in a given country

Respect for human rights. Everyone in the community should respect human right including freedom of expression, assembly, movement and religion.

There is no conflict of who is right.

People should be tolerant of those that are different from them and have respect for faith.

Appreciating and respecting other's faith.

Group work

Discuss the challenges the United Nations might be experiencing in South Sudan as it tries to foster peace and security.

Activity 6

Rule of law

Rule of law is the restriction of the arbitrary exercise of power by subordinating it to well-defined and established laws.

Group work

1. Identify barriers to peaceful and health living in South Sudan.
2. Explore the ways that can be used to minimise barriers to healthy living.
3. Make posters using your art skills.
(Peace! Peace! Peace!)

Learning point

The following are major principles in the rule of law:

- a) The laws of the land must be fair and accepted by all.
- b) Respect to all members of society.
- c) People should mix freely with each other so that they understand each other.
- d) Equal development.
- e) The government should not favour one area but must make sure every part of the country develops.
- f) Good governance.
- g) The form of government should be accepted by the people. This means that people should be involved in the choice of their leader.
- h) Equal access to economic opportunities and social amenities.

- i) The government should cater for all classes and types of people within one area.

Key factors for promoting peace

- Equal distribution of resources.
- Upholding human rights.
- Peace education and awareness.
- National and international games.
- Transparency in all sections of the government.
- Respect to the rule of law.
- Equal opportunities in all sectors of life.
- Respect to the rule of law.

Importance of peace and reconciliation

1. Leads to development.
2. Leads to political stability enhancing national security.
3. Attract investors who create employment.
4. Promotes economic growth.
5. Discourages tribal or gender discrimination.
6. Enables equal services to all by the government.
7. Ensure unity among the people.